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ABSTRACT

This guide provides directions for teaching a series of units on survival skills in English as a second language (ESL). A brief general background of second language instruction and a short bibliography are included. The modules cover: (1) "Getting a Driver's License and Buying a Car": (2) "Want Ads and Employment Agencies": (3) "The Job Interview": (4) "Public Transportation": (5) "Reading Maps and Asking Directions": (6) "Finding a Place to Live": (7) "Calling for a [Medical] Appointment": (8) "In the [Doctor's] Office": (9) "Emergency Procedures": (10) "Legal Questions": (11) "The Department Store": (12) "The Supermarket": (13) "The Post Office": (14) "The Restaurant": (15) "Banking: Checking Accounts": (16) "Holidays": (17) "Personal Celebrations": (18) "Invitations, Thank-you Notes, and Greeting Cards": (19) "Dinner at an American Friend's House: and (20) "Becoming a United States Citizen." (JB)

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TEACHER'S HANDBOOK

for

ENGLISH FOR LIVING

A set of materials designed to teach coping skills and language skills to adolescents for whom English is a second language.

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FOREWORD

English for Living is a set of twenty modules designed to teach English language and living skills to secondary students of all ethnic backgrounds whose native language is other than English.

The handbook which accompanies *English for Living* contains general suggestions for teaching English as a second language, and specific suggestions for presenting the sections contained in the student modules. An appendix providing current views regarding second language teaching and learning has been included.

Teacher's Notes for each module contain specific suggestions for the teacher. The Teacher's Notes should be consulted in advance in order to prepare necessary visual aids and to become familiar with vocabulary and subject matter.

The modules in this series can be used individually or as a series. Although the immediate intent of this series is to assist students for whom English is a second language, the information provided in *English for Living* can be applied to many different curricular areas.

English for Living may be reprinted for student use. Permission to reprint for any other purpose must be obtained, in writing, from the New York State Education Department, Bureau of Bilingual Education.

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We wish to thank Laurie Wellman, Associate in Bilingual Education, for editing, coordinating and preparing this series for publication.

Grateful acknowledgment is also given to Colette Lotano and Sandra Ward who are directly responsible for editing and adapting the original series.

The preliminary version of *English for Living* was developed in 1976 by:

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The preliminary version of *English for Living* is a set of materials originally designed for Vietnamese refugees in the United States.

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TEACHER'S HANDBOOK

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INTRODUCTION

This handbook is intended to accompany *English for Living*, a set of materials designed to teach English language and living skills to secondary students of all ethnic groups in the United States. It contains general hints for teaching a second language, and more specific suggestions for presenting the sections typically contained in *English for Living*. Since the scope of the handbook is necessarily limited, additional sources have been listed which will enable you to pursue specific topics further. It also contains an appendix which provides an overview of current views regarding second language teaching and learning.

UNDERSTANDING YOUR STUDENT

It is both challenging and a rewarding task to guide non-English dominant students as they learn to participate meaningfully in American life. While they are undergoing the transition from one way of life to another, however, difficulties may arise. It is a good idea to keep several points in mind.

You may find that students of a different cultural background may be sensitive about performing certain tasks or discussing certain issues that do not pose any particular problem for you. For example, Vietnamese students might be hesitant if they are asked to demonstrate the vocabulary contained in the Medical Services module by rolling up their sleeves or saying "ah," since in Vietnamese culture it is generally considered improper to expose one's body. It is suggested that you become informed about the values and cultural patterns of your students so that you do not inadvertently offend them, or allow their classmates to offend them. It will pay off, in the long run, to establish good classroom relationships.

An example of a cultural pattern that can vary widely from one culture to another is the use and meaning of gestures and touching. While conversing, some groups touch other people less frequently than Americans; others touch more often. Furthermore, the conventions surrounding touching and the meaning of gestures can vary widely. What is accepted in one culture may be offensive in another. It is important to understand these cultural differences, both as a contributing factor to the interaction in your classroom and as an aspect of the American life patterns which your students are in the process of acquiring. If many of your students are Puerto Rican, you may find this book very useful:

> Nine-Curt, Judith Carmen. *Non-Verbal Communication*.
> Bronx, New York. Northeast Center for Curriculum
> Contact:
> National Assessment and Dissemination Center
> for Bilingual Education
> 385 High Street
> Fall River, MA 02720

The modules contain many discussion questions that allow the students to compare the ways in which things are done in their countries with the way things are done in the United States. By listening carefully to your students, you will be able to identify points of confusion, and help them to understand how and why Americans do things the way they do.

For further suggestions on teaching cross-cultural comparisons, you may wish to consult the following:

Nine-Curt, Carmen Judith. *Teacher Training Pack for a Course on Cultural Awareness.* Contact:
National Assessment and Dissemination Center
for Bilingual Education
385 High Street
Fall River, MA 02720

Seelye, H. Ned. *Teaching Culture.* Skokie, Illinois: National Textbook Company. 1974.

GOALS

The goal of the modules is to teach the everyday living skills the immigrant needs to function effectively in American society, as well as to teach the basic language skills that must accompany the living skills. Each module is organized around a situation that is a central part of American life: getting a driver's license, eating in a restaurant, opening and using a checking account, dealing with an emergency situation, and so forth.* Each module is self-contained and modules can therefore be presented in the order determined to be most useful for your students. Some modules treat similar topics, such as *Looking for a Job* and *The Job Interview.* In this case, the modules are numbered consecutively and organized under one title: *Finding a Job.* It is suggested that they be presented in the numbered order.

If you wish, parts of the modules may be completed by your students on a small-group or individual basis according to their needs and interests. It is important, however, for you to make sure that the vocabulary in the part of the module that they are asked to do individually has been introduced and is understood. While some vocabulary has been explained in the context of the readings or dialogs, most new vocabulary has not been glossed in the student lesson. For your convenience, a glossary of the specialized vocabulary used in the module has been placed at the end of each module listed under Teacher's Notes.

Because it is not the primary intention of the module to provide instruction in grammar, few structural exercises have been included. The exception is the inclusion of an optional exercise built around a grammatical point when the topic of the module lends itself naturally to that particular structure. The language used in the

* Note: Each module focuses upon a subdivision of six "General Knowledge Areas" in which adults must function competently in order to "achieve success" in American society, according to the "Adult Performance Level Study." The six areas are: consumer economics; occupational knowledge; health; government and law; community resources; and transportation. They are described in terms of broad competency objectives in *Adult Functional Competency: A Summary* (Austin: The University of Texas, 1975), pp. A1-A8. Each module may consist of one or more parts which are the basic instructional divisions.

modules has also been left relatively unstructured and has not been simplified so that the expressions included are those that the student is likely to encounter in a real situation. The expressions often used by those with whom the students are likely to be in contact, such as employees in restaurants, the supermarket, firemen, policemen, and so forth, are deliberately colloquial. Such people do not normally speak "simplified English," and the students must be prepared to understand their speech. On the other hand, we have attempted some simplification (but not distortion) of the language to be used by the student. The language used in the dialogs has been chosen to approximate natural spoken language as closely as possible. You will find, therefore, that dialogs use common contractions, such as "he's," "it's," "they're." For contrast, more formal written style has been used in the readings. If your students are sufficiently advanced, you may wish to point out these stylistic variations.

Alternative expressions have also been purposely included in the modules. For example, you will find both, "I can make it," and "I can come" in the same module. Point out to your students that the meaning of such expressions is the same and they will commonly hear both.

On the last page of each Teacher's Notes module, a list of the vocabulary most pertinent to the topic being discussed is included. The vocabulary is utilized in dialogs that present natural conversations for that particular situation.

Following the dialogs, where appropriate, are microconversations that provide expanded opportunity to use the key structures of the dialogs. The microconversations also give the student practice with common vocabulary alternatives which they might encounter.

The Teacher's Notes also contain a partial list of the most common structures used in the dialog. It is a good idea to read through the module before you use it in your class, in order to identify other structures which may be new for your students.

In units where motor skills are involved, there are built-in opportunities for students to practice the skills, such as filling out appropriate forms. Short reading selections in some modules give additional factual information, and appropriate questions are included that check comprehension as well as allow opportunities for additional discussion and cross-cultural comparisons. Since the modules are self-contained, they may be used in any sequence you prefer. Some modules consist of more than one part. Such sections are clearly indicated, and may be used as the basis for separate lessons. You also have the option of selecting other sections within the module according to the need and abilities of your students. You may also wish to include sections of other modules which treat related topics. The Teacher's Notes contain a list of related modules for your convenience.

HINTS FOR TEACHING THE MODULES

General

Since there is not one clearly superior method for teaching a language, an eclectic approach is suggested. After becoming familiar with the needs of your students, you should identify your instructional goals, then select from proven teaching techniques those that will successfully reach your goals. The techniques chosen may be characteristic of an "audiolingual" approach, a "transformational-cognitive" approach or of some other approach familiar to you. Whatever the approach, it is important to use teaching strategies that will meet the needs of your students; to assist them in practicing in class those communications skills they need to use outside of class. The following will suggest some techniques and procedures which should prove helpful.

The major thrust of the modules is to teach communication in real-life situations. It will be helpful if you have some specific information about each of your students, preferably recorded initially on a card: their interests, their address, how long they have been in the United States, their families, what languages they speak, and so forth. This information will help you to better relate each lesson to the lives of your students.

You should encourage your students to talk to each other, ask each real questions, and to exchange real information (in English, of course!). You should try to avoid the all-too-common pitfall of being the person who does most of the talking. Strive for a balance between providing a sufficient language model and being a director of interchange between others. Students should do much (if not most of) the speaking, if they are to learn to use their new language.

Visual Aids

No matter what teaching approach you use, you will find that visual aids and demonstrations are a great help. Visual aids should be emphasized, explanations minimized. A picture, an object or a demonstration can immediately present a great deal of information that otherwise might be very difficult to explain. Teachers of non-English-speaking students in the United States have a particular advantage since we are surrounded by a wealth of culturally authentic materials. Pictures are readily found in magazines and may be used to teach vocabulary and structure to cue dialogs, conversations, and structure drills, and to provide a stimulus for student response in testing. Flannel boards may be used for similar purposes, as they have the advantage of allowing for movability within the scene that you have set up. Slides, films, and videotapes can both demonstrate real life and stimulate conversation about the situations depicted. Realia (actual objects) have the advantage of providing realism without excessive cost or preparation time on your part. What better way is there to present the meaning of checkbook to the class than to show them one? Props, such as toy telephones, also help to create a more realistic atmosphere, in addition to making the learning experience more enjoyable.

Before class, you should read the module through. Try to determine what visual aids can be used to teach the vocabulary and structures you think your students will have problems with. Each module contains illustrations to accompany the di-

alog, and, in some instances, other pictures or pages of information that illustrate topics in the module. If the equipment is available, you may want to make a transparency of these pages so they are easily visible to all the students at the same time. The Teacher's Notes section provides other suggestions for illustrations, realia, and props.

GLOSSARY

You will find a glossary on the last page of the Teacher's Notes for each module. This is a list of the key vocabulary specific to the topic treated in that module. These lists have been provided for your convenience only, and **should not** be presented as a list for the students to memorize. The new vocabulary need not be presented all at once. Rather, you may examine each section of the module and present only that vocabulary which is new in the section with which you are working.

In addition to linking meaning with sound by means of visual aids and demonstrations, meanings of new words may be illustrated in appropriate verbal contexts. The context should be simple and familiar enough so that context words will not cause as much difficulty as the target word or expression. For example, "dairy" might be taught by providing examples of items that belong to that category: "Milk is a dairy product"; "Eggs are a dairy product." Give the students the opportunity to hear the new word several times before they are asked to produce it. Pronounce the word clearly but naturally, without using undue stress that might produce unnatural pronunciation. Then ask the students questions that require them to use the word.

SITUATION SETTER

The modules contain "situation setters," short introductory paragraphs providing the student with background information on the topic of the module. They may also serve as short reading exercises and as a stimulus for questions about cultural differences. If the situation setter is used as a reading exercise, you may either present the new vocabulary before students are asked to read the situation setter, or ask them to guess the meaning from the context, depending on the student's abilities, the difficulty of the topic, and your methodology.

READINGS

Most modules contain brief readings which give information about the topic of the module. Dialogs might also be assigned occasionally as readings. While we have stressed the importance of introducing vocabulary before the students are asked to use it, it is also important for students to practice guessing the meaning of unknown words from the context of the reading. Research into the reading process has shown that fluent readers use contextual cues to predict meaning while poor readers over-rely on "sounding out" the words. Therefore, when the reading selection explains sufficiently the meaning of a word through the context, students should be given the opportunity to learn the meaning themselves. Ideally, reading in a second language should be silent reading, since in reading orally the second language student will tend to concentrate on "getting the sounds right" at the expense of meaning.

DIALOGS

Some modules contain a dialog or dialogs illustrating the verbal interactions necessary to carry out the given life skill. The dialogs in other modules are primarily intended to convey information, as an alternative to lengthy reading selections. These dialogs are not intended for memorization, since the key conversational phrases have been selected for more intensive practice in another context (the microconversation). Given the repeated opportunities for speaking provided by these exercises, the students should be able to produce an approximation of selected dialog lines in a role play situation at the end of the module. The new vocabulary contained in the dialog should be presented by means of appropriate visuals or realia before the students begin work on the dialog itself. When you teach the dialog, first call the student's attention to the drawings that set the scene of the dialog. The scene should be described to the student, and the names for appropriate items in the scene modeled by the teacher. To make the meanings clear, in addition to the pictures provided, you may use props, gestures, or additional sketches to illustrate. Have the students listen carefully as you present the conversation in a natural but clear manner. To make the dialog more realistic, you may wish to ask another teacher, or person fluent in English, to read the other line. The conversation might also be recorded for presentation if it is impractical to have another person come into your classroom to help you.

The same gesture can often communicate different meanings in different cultures. You should be careful to teach, by demonstration, the appropriate American gestures that accompany our speech or are used to convey a message. For example, in some countries it may be appropriate to signal a waitress or waiter by snapping one's finger or by whistling. An American waiter or waitress would of course be offended by such gestures. Therefore, you should always encourage your students to use appropriate American gestures when they act out a dialog or role play.

PRONUNCIATION

After the students have heard and understood the dialog as a whole, individual lines may be modeled by you and repeated by the class for pronunciation practice.

In pronunciation practice, each sentence would be treated as a whole unit, or, if the length is prohibitive, as meaningful phrases, rather than as isolated words. If a word or combination of words seem to cause particular difficulty, it may be singled out later for pronunciation drill. You will probably want to break up the class into groups for dialog practice in order to give everyone maximum opportunity to practice.

You, the teacher, serve as a model of correct pronunciation. Be sure to use a speech style that is both clear and natural. There is a temptation, especially for a teacher unused to teaching foreign students, to speak more slowly than you would in normal conversation and to distort words that are new or troublesome for the students. They may cause difficulties for your students later on by establishing faulty intonation or pronunciation patterns that are much more difficult to correct once they have become established. These difficulties can be avoided in the beginning by using normal conversational speed and encouraging your students to adjust to it.

The modules do not contain specific pronunciation drills. If your students need pronunciation drills, jot down the sounds or patterns that cause them the most difficulty. For hints on specific drills, you may consult the following:

Prator, Clifford H. Jr. and Betty Wallace Robinett. *Manual of American English Pronunciation* (Third Edition). New York: Holt, Rinehart, and Winston, Inc. 1972.

Bowen, J. Donald, *Patterns of English Pronunciation*. Rowley, Mass.: Newbury House Publishers. 1975.

Rivers, Wilga, *et al. A Practical Guide to the Teaching of E.S.L.* New York: Oxford University Press. 1977.

COMPREHENSION QUESTIONS

Following most dialogs is a set of questions that you can ask the class in order to check their comprehension on the important points of the dialog. There are also discussion questions which serve to expand and elaborate the topic by referring to the experiences your students may have had. You should not feel limited to these questions since they may be further expanded according to the needs, abilities, and circumstances of the students. If you do expand the questions, be careful not to use language too complex for your students. The Teacher's Notes for many of the modules also contain suggestions for further discussion.

MICROCONVERSATIONS

Many of the dialogs are followed by a microconversation exercise. These exercises provide additional practice with commonly used structures in the dialog by asking students to substitute common alternatives for selected phrases and by providing common alternative answers. The following example could be used as a conversation between two students. One would take the part of "Student A" and ask the two questions, and the second student would take the part labeled "Student B" and provide one of the alternative answers:

Student A: What kind of position are you looking for?
Student B: I'm looking for a position as a mechanic.

job	secretary.
	waitress.
	cook.
	bank teller.
	truck driver.
	waiter.

The first student asks, "What kind of position are you looking for?" and the second student will have a choice of answers: "I'm looking for a job as a mechanic," "I'm looking for a position as a bank teller," and so on. To provide variety in such an activity, you may use pictures to cue students' answers. Where applicable, the use of props, such as toy telephones, may make the conversation more realistic. In some microconversations, two answers must go together to make sense. In those cases, the paired alternatives have been listed together.

Some of the exercises contained in the modules can be adapted to different teaching procedures if you wish. The microconversations can very easily be converted to directed dialogs, which may be more desirable for less advanced classes. For example, the microconversation from the module on *The Supermarket* might be made into a directed dialog in the following manner with responses cued by pictures showing appropriate answers.

Teacher: Alicia, ask John where the rice is.
Alicia: Excuse me. Can you tell me where the rice is?
Juan: Yes, it's in the cereal section, aisle 3.
Teacher: Ivan, ask Lee where the ice cream is.
Ivan: Excuse me. Can you tell me where the ice cream is?
Lee: Yes. It's in the frozen food section, aisle 6.

Discussion questions might also be made into directed dialogs for less advanced students. For example, the following is a communication exercise with answers found in the real world of the students:

Teacher: Miguel, ask Juan if he goes out to eat often.
Miguel: Juan, do you go out to eat often?
Juan: No, I don't.

Depending on Juan's answer, you may wish to continue the directed dialog with questions not contained in the module but applicable to the situation. If Juan answers "Yes," you may wish to ask him (or have another student ask him) where he goes to eat.

There are many other ways in which exercises may be adapted. You may wish to consult the following texts for additional ideas:

Paulston, Christina Bratt and Mary Newton Bruder. *Teaching English as a Second Language: Techniques and Procedures.* Cambridge, Mass.: Winthrop Publishers, Inc., 1976. Contains a wealth of ideas for teaching ESL, primarily at the college level.

Valette, Rebecca M. and Edward David Allen. *Modern Language Classroom Techniques.* New York: Harcourt Brace Jovanovich, Inc. 1972. This book is designed for foreign language teachers but it contains many ideas adaptable to the ESL classroom.

At the end of each module, you may wish to have your students work out a role play incorporating what they have learned in the dialog. If the module has not outlined a situation for role play, you should begin by setting the situation, giving the scene and the plot. Roles should then be assigned and you should provide your students with necessary props to make the scene as realistic as possible. If there are not enough roles for all your students, you may wish to create several different situations and divide the class into groups. Each group would present its role play and the rest of the class would serve as the audience. If equipment is available, you may wish to tape the role plays and play them again later for discussion.

The modules have been left relatively unstructured since it is not the intent of this series to present highly structured, linguistically graded grammatical exercises. In many of the Teacher's Notes you will find a list of the key structures used in the modules. If you feel your students have not sufficiently mastered the structure, you may wish to provide additional structural exercises. You may find the following books useful:

Stageberg, Norman C. *An Introductory English Grammar*. Cambridge, Mass.: Holt, Rinehart and Winston, Inc. 1971. This is a teacher's reference.

Praninskas, Jean. *Rapid Review of English Grammar*. (second edition). Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1975. Contains practical contexts; grammatical explanations; a student text.

Paulston and Bruder, 1976. Noted above.

Krohn, Robert. *English Sentence Structures*. Ann Arbor, Michigan: University of Michigan Press, 1971. A text full of structural exercises; linguistically graded.

SKILLS EXERCISES

Some modules contain skills exercises which involve filling out a form accurately. For example, the *Banking: Checking Accounts* module contains sample checks, deposit slips, and account record forms. You should go over these forms carefully and explain to the students what information is required. Then, you should demonstrate on either the blackboard or a transparency how to fill out the form correctly before you ask the students to fill out their copies. You may wish to make additional copies of the forms if you feel that your students need more practice.

TEACHER'S NOTES

The Teacher's Notes for each module contain suggestions intended to be helpful for teaching that module. You should look at this information in advance and prepare or obtain the necessary visual aids. You will also find in the Teacher's Notes specific hints for teaching the sections of that module. The *notes* for each module also contain a glossary of the key vocabulary, in some cases, a list of grammatical structures utilized, and suggestions of activities for more advanced students.

The appendix which follows provides additional information on resources and theoretical background for second language teaching and learning.

APPENDIX

BACKGROUND TO TEACHING A SECOND LANGUAGE

Current discussion regarding appropriateness of various strategies in second language learning and teaching can be traced to long-standing questions regarding the nature of language and the nature of learning. Just as there is currently no agreement among scholars concerning such broad questions, neither is there agreement on the questions of a "best method" of second language teaching. There is no single method of second language teaching that has been demonstrated as superior to all others. Therefore, as you have seen, this handbook prescribes no single method or set of activities for all second language learning situations. There are, however, both principles and techniques which are outlined below and which may prove useful as background for second language teachers. We feel it is ultimately the enlightened and perceptive teacher in the classroom who must make informed choices regarding language teaching activities appropriate for all learners of English as a second language, We hope the resources noted in this handbook will assist teachers in making those choices.

Distinctions have been traditionally made among three classical divisions of theories of learning: behavorism, neo-behaviorism, and cognitivism. The language teaching activities which flow from these theories can conveniently be classed under two broader categories: behaviorism and cognitivism. The distinction between these theories centers mainly around the preoccupations of the theorists who belong to each group. Behaviorism includes those theoretical positions which are concerned chiefly with observable and measurable aspects of human behavior, stimuli, and responses, and with discovering the rules that govern the formation of relationships among these observable components of behavior. Representative theorists and their works concerned with behaviorism are Skinner (1957, 1968) and Osgood (1957). In the areas of language description and language acquisition, the structural linguists were most clearly identified with behaviorism (Rivers, 1964).

Teaching techniques based upon principles of behaviorism are central to the audiolingual (ALM) approach to second language teaching. This approach, fully developed in the 1950's and 1960's and widely used today, took the basic tenets of behaviorism and applied them to the second language classroom. The major assumptions about language learning underlying the audiolingual approach are the following (from Rivers, 1964):

Assumption 1:	Foreign language learning is basically a mechanical process of habit formation.
Corollary 1:	Habits are strengthened by reinforcement.
Corollary 2:	Foreign language habits are formed most effectively by giving the right response, not by making mistakes.
Corollary 3:	Language is behavior, and behavior can be learned only by inducing the student to "behave."

Assumption 2: Language skills are learned more effectively if items of the foreign language are presented in spoken form before written form.

Assumption 3: Analogy provides a better foundation for foreign language learning than analysis (i.e., give students grammatical rules inductively, as a follow-up to practice on a given grammatical structure).

Assumption 4: The meanings which the words of a language have for the native speaker can be learned only in a matrix of allusions to the culture of the people who speak that language.

The language teaching activities which followed from these assumptions are by now "classical" audiolingual activities and are detailed in such sources as Brooks (1964), Dacanay (1963), and Lado (1964). Basically these activities consist of presentation of new language material in some realistic context such as a dialog or narrative (Assumption 4); use of oral pattern practice and other "drill" techniques to "fix the patterns" (Assumption 1, 2); teaching language skills in the order: listening, speaking, reading, and writing (Assumption 2); providing ample opportunity for students to practice speaking (Assumption 1, Corollary 3); giving immediate reinforcement for correct student responses (Assumption 1, Corollaries 1 and 2); providing grammatical "rules" only as inductive generalizations *after* students have practiced the grammatical point being taught (Assumption 3).

Although some of the linguistic and psychological principles underlying these activities have been widely criticized (Chomsky 1959, Rivers 1946, Jacobovits 1970, and Jacobovits and Gordon 1974), many of them are still widely used. Criticism of the principles underlying audiolingual methodology has come largely from those theorists broadly supportive of cognitivism, the second division of learning theory noted above.

Briefly, supporters of cognitivism emphasize the roles of memory, understanding, and information processing in learning. There is a corresponding lack of concern for stimulus-response events per se (Lefrancois, 1975). In the area of language study, the transformational grammarians perhaps best represent cognitivism. They view first language acquisition *not* in terms of habits of speech developed through stimulus-response interaction with the environment, but as a developmental process, directed by innate guiding principles. Among the most influential writers in this area are Piaget (1926), Chomsky (1965), and Brown (1973). Very recently, scholars have examined the principles of first language acquisition among children and adults. Notable among these studies are those of Burt and Dulay (1972, 1973, 1974), and Krashen, et al. (1975). The Burt and Dulay studies, conducted with five-to-eight-year-old, Spanish-background and Chinese-background children learning English as a second language, have demonstrated close similarities in several aspects of language acquisition by children learning English as a first language and those learning English as a second language. In turn, Krashen, et al. (1975), have suggested similarities between children's and adults' acquisition of English as a second language.

The practical implications of these studies and the transformational-cognitive views of language learning and language teaching are at some variance with those of behaviorism. Briefly, this view says that since 1) there are demonstrated similarities between first and second language acquisition, especially among children and, since 2) no one overtly or systematically teaches a child his/her first language lesson, we need to be less concerned especially for children, but perhaps also for adults, with structured pattern practice and with careful grading according to linguistic difficulty. We need to be more concerned with exposing a learner to a natural communication situation since this is sufficient to activate his/her language learning process. In the second language classroom, the attention of the learner should be on the content or message of the verbal exchange rather than structures to be taught. As much as possible, all the nouns, verbs, and adjectives in a teacher's utterance should be visually accessible to the learner via visual aids as s/he hears the teacher speaking. In short, for both children and adults, one should consider the topics that would be most useful to students, and design the curriculum accordingly (Larsen, 1974). In addition, the transformational-cognitive approach differs from the behaviorist approach in other respects. There is a greater emphasis upon deductive explanation of grammar rules. Reading and writing may be introduced earlier. There is greater emphasis upon immediate use of new language for purposes of real communication, and a corresponding deemphasis upon rote memorization and structured drills.

"Errors" are not viewed as "bad" but may be evidence of learned rules (e.g., *foots* for *feet*) and therefore should be expected.

As we noted above, our view is that the teacher, aware of the two major approaches to language teaching and equipped with a knowledge of the teaching techniques supporting each, is the one to choose appropriate techniques for given groups of learners. A number of recent writers on second language teaching have urged the eclecticism recommended in this handbook (Bolinger 1968, Stevick 1971, Ney 1973).

We do not reject appropriate techniques from either approach. Stevick (1971) nicely summarized the behaviorist and transformational-cognitive views of second language teaching. He provides an eclectic outline of how it should be taught, and some useful assumptions about characteristics of effective second language lessons. Stevick's eclecticism (based upon more than 20 years of second language teaching and research experience), together with Carroll's (1974) summary of research on second language learning, and our own experience as language teachers, form the basis of our suggestions in the previous sections of this handbook.[1]

[1] We have not discussed two newer approaches to second language learning and teaching which have received increasing attention. These are: "Community Language Learning" and "The Silent Way." For reviews of recent texts which discuss these approaches, see Stevick (1973 and 1974).

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TEACHER'S NOTES

#1 GETTING A DRIVER'S LICENSE AND BUYING A CAR

MODULE OBJECTIVES

Upon successful completion of this module, students will be able to:

1. Follow the steps necessary to get a driver's license.
2. Ask questions appropriate for obtaining a driver's license.
3. Answer typical questions asked at the Motor Vehicle Bureau.
4. Talk to a used car salesperson about buying a car.
5. Register a car.
6. Renew a car registration annually.

SOME STRUCTURES AND IDIOMS USED IN THE DIALOG

Request form: Would you like/could you please?
"Wh" question phrase: How much is it?
How often do I have to inspect my car?
What happens if I move to another state?

SUGGESTED VISUAL AIDS

1. Make transparencies of the forms contained in this module.
2. Bring in illustrations from driving schools.
3. Bring in a driver's manual.
4. Bring in pictures of directional signs (stop sign, yield sign. . .)

FURTHER SUGGESTIONS

1. In this module, explanations of some of the key vocabulary have been provided within the context of the lesson. You should be sure to teach the new vocabulary in meaningful contexts.
2. DIALOG
   a. The dialog may be divided into sections so that, if you wish, smaller sections may be practiced individually according to the needs of the students. The dialog may also be presented as a whole. It need not be memorized.
   b. You should point out the common alternatives to some of the dialog lines. For example, they may hear: "How many times a year do I have to have my car inspected?" instead of "How often do I have to have my car inspected?"
   c. It is assumed that students understand "birthdate" and "birth certificate."
   d. Explain that the term "corrective lenses" means the same thing as "eyeglasses." Contact lenses, if worn, will also be required for the eye test and when driving.

3. MINI-DIALOG

This is an extension of the main dialog.

a. You should illustrate ways of asking the clerks questions at the information line, at the registration line, etc.
b. Make sure the students understand the various steps necessary for getting a driver's license and for registering a car.

The mini-dialog provides additional information to the student. It may be used in small groups to provide individualized practice.

4. ROLE PLAY (DRIVER'S LICENSE)

The role play should be made as realistic as possible by bringing in a chart with rows of letters which simulate an eye test, a driver's manual and other props. You may take the part of the clerk, or have an advanced student play the part.

ADDITIONAL SUGGESTIONS

1. The teacher should discuss with the students other aspects of going to the Motor Vehicle Bureau — the fact that you have to wait for your turn on the appropriate line: Information, Licenses, Registration, Cashier — that you don't need to make an appointment for the written test, but you do need an appointment for the road test; that you must bring your blue card with you. Also, point out the fact that you must have some proof of identification with your birthdate on it, and that the birth certificate is the recommended identification form.
2. a. Advise students that a new license is probationary for the first six months in New York State.
   b. Tell the students that a probationary license will be suspended if the driver is convicted of speeding, racing, reckless driving, or driving while impaired.
   c. Also mention that if, after a suspended license is returned, the driver is convicted of committing another such moving violation during the second probationary period, his/her license will be revoked.
   d. Your license can be revoked at any time, if you have too many moving violations within a specific time period.
   e. The New York State Motor Vehicle Bureau is now issuing licenses which expire every four years, in the month of your birth. For this reason, *the initial license* may expire before four complete years have elapsed. The fee, subsequently, may be less than $4.00, since it will be prorated. After that, renewal will take place on exactly a four-year cycle and will cost $4.00.
3. Remind students that insurance coverage is compulsory in the U.S.A.
4. Discuss the fact that different types of licenses are needed to drive trucks, truck-trailers, tractor-trailers, taxicabs, motorcycles, etc. . . .
5. Refer to the following module in this series:
   #2 GETTING AROUND: READING MAPS AND ASKING DIRECTIONS

6. Project transparencies of the forms in this module and fill them out with students as a class activity.

7. BUYING A CAR
   Point out to your students that it is customary to bargain with the used car salesperson about the price of the car. Be sure to emphasize the importance of the questions in the dialog—e.g., "How many miles per gallon does it get?"

   The language used in the dialog is colloquial, and should be included since these expressions ("It's a deal," "I can't let it go for $300") are commonly used in this situation. Be sure to explain the meaning to your students, and have them practice using the expressions.

8. ROLE PLAY (BUYING A CAR)
   Have your students practice buying a used car from a salesperson. Make up index cards for the salesperson and the buyer. The salesperson's cards will give information on the car s/he is trying to sell — the make, the year, the mileage on it, the condition it is in, etc. The buyer's card will tell him/her how much money s/he has to spend, whether or not there is a trade-in, how much the trade-in is worth, etc.

The following vocabulary list for this module is provided for the teacher's use, and *should not* be presented to the students for memorization. The new vocabulary need not be presented all at once. Rather, you may examine each section of the module and present only that vocabulary which is new in the section with which you are working.

accident
application
appointment
bill of sale
birth certificate
birthdate
certificate of sale
clerk
correctly
driver's license
driver's manual
driver's training class
driving school
expiration date
expire
extra
fail (a test)
fee
form (application)
identification
inspected (a car)
inspection station
inspector (driving)
insurance coverage
insurance rates
issue (a license)
it's a deal
license plates
lot (used car lot)
Motor Vehicle Bureau
permit (noun)
proof of ownership
    inspection
    insurance coverage
record of convictions
registration, register
renew
renewal
road test
rules of the road

rust spots
snow tires
stamped (on a form)
stub (part of a form)
test (written, road, eye)
test drive
to have a lot of miles on it
to let go (sell)
trade-in
traffic violations
under 18
used car
used car salesman
validated, valid
vehicle

#2 FINDING A JOB

UNIT I
READING WANT ADS AND USING EMPLOYMENT AGENCIES

MODULE OBJECTIVES

Upon successful completion of this module, the students will be able to:

1. Read and understand the help wanted ads.
2. Respond appropriately to questions asked at an employment agency interview.
3. Fill out an application form.

SUGGESTIONS

1. The want ads used in the student lesson contain difficult vocabulary which has not been glossed or explained. Be sure to go over the ads carefully with your students before asking them to answer questions.
2. Bring in newspapers so that the students can find and study the help wanted ads in them. After the students have picked out a few ads which interest them, have each student read an ad, describe the job offered, and tell what would be the next step in finding out more about the job.
3. Using the dialog as a model, have the student role play calling up to see if a position is open, and arranging for an interview.
4. Go over the job application form thoroughly with the students, reminding them that counselors at the agencies will help them with the parts they do not understand. Two copies are provided. One is filled out as an example; one is for the student's use. It's best if the students fill out the blank with real information about themselves.
5. Persons looking for jobs usually fill out many application forms before getting a job. It's convenient to carry a card containing all the necessary information that may be difficult to remember. This card should contain:
   - social security number
   - dates of military services
   - names, addresses, and dates of schools attended, beginning with the most recent
   - names, addresses of employers (phone numbers if in the U.S.) beginning with the most recent, as well as dates employed, duties performed, and reasons for leaving
   - names, addresses, and phone numbers of at least five references, (including work and character references)
6. The impression a prospective employer gets during the interview is very important. Evaluation starts from the moment the person walks into the office to ask for an application form. It's important to be respectful to the secretaries as well as to the interviewer. Discuss with your students what to wear, how to enter, how to sit, how to talk, and how to know when the interview is ended.

7. Have the students role play interviews at an employment agency. This practice might be more useful if you take the part of the interviewer. Have the students evaluate each other's performance.

NOTE:

If your school has access to Dr. Winn Atkins "Life Coping Skills" program, it can prove very helpful in this unit and any others dealing with employment. Please note: "Life Coping Skills" is suitable for more advanced students. However, some of the ideas could be adapted for lower levels.

The following vocabulary list for this module is provided for the teacher's use, and *should not* be presented to the students for memorization. The new vocabulary need not be presented all at once. Rather, you may examine each section of the module and present only that vocabulary which is new in the section with which you are working.

alphabetical order
application form
apply
appointment
contract
counselor
employment agency
experience
fee
fill out
full time
interview
job opening
management trainee
manager
occupation
open (meaning "available")
part time
position
preferred
present position (job)
qualified
references
required
training

#3 FINDING A JOB
UNIT II
THE JOB INTERVIEW

MODULE OBJECTIVES

Upon successful completion of this module, students will be able to:

1. Prepare for a job interview.
2. Demonstrate verbal and nonverbal behavior appropriate for a job interview.

SUGGESTED VISUAL AIDS

1. Make transparencies (or charts) of the illustrations. This will help to "set the mood" for class discussions.
2. Check with the job placement bureaus, such as the one at your local college, to see if they have training films on the job interview.
3. Items to be used in a role play: large desk, two chairs, some props on the desk that an important executive might have (calendar, appointment book, telephone books).

FURTHER SUGGESTIONS

1. SITUATION SETTER

   The situation setter may be used as a reading selection, if you wish.

2. ILLUSTRATED STORY
   a. The comic-strip approach is intended to provide both variety and ease of comprehension.
   b. The following American cultural patterns are stressed:
      –punctuality
      –looking directly at the person to whom you are speaking
      –being confident, and not overly modest
   c. The following features of the job interview are stressed:
      –preparation for the interview
      –planning your travel route in advance
      –proper attire
      –punctuality
      –courtesy
      –not smoking, chewing gum, or fidgeting
      –waiting to be invited to sit down
      –knowing when the interview is over
      –knowing how to leave
3. DIALOG: THE INTERVIEW
   a. The dialog has been divided into sections so that it can be practiced more easily. The dialog may also be presented as a whole in order to give students a realistic picture of what the actual interview will be like.
   b. Have the students play both parts.
   c. The student (or teacher) who is playing the part of the interviewer should sit behind a large desk in order to simulate the intimidating atmosphere of some job interviews.

4. MICROCONVERSATIONS: THE INTERVIEW
   These microconversations give additional practice with the most important structures of the dialog. They may be used in small groups to provide individualized practice. You should insure understanding of the vocabulary before proceeding with these exercises.
   a. After the student participates in the microconversations, have the class (or group) analyze his/her performance. Did s/he look directly at the interviewer? Did s/he seem to be confident? Nervous?
   b. These conversations may be expanded if you wish. Incorporate other information which is pertinent. You may wish to elicit suggestions from the students.
5. ROLE PLAY
   The role play setting should be as realistic as possible. Set the stage with items listed in Suggested Visual Aids. Be sure that the students play both roles, so that they can see what the interview looks like from the other side of the desk. Have the class assist the student in a self-evaluation after the role play: What else could she have said? Which answers were especially good? What impressions do you think s/he made on the interviewer? (If the student experienced difficulty, have him/her play the role again immediately after the evaluation.) You may want to tape record the interviews.

ADDITIONAL POINTS FOR DISCUSSION

It is important to point out that in certain job interview situations the candidate is being observed very carefully in order to determine whether s/he is sufficiently aggressive. If s/he is applying for a job as a salesperson, for example, the interviewer may "test" him/her, to see whether s/he will "back down" when someone challenges or disagrees with him/her. Have students practice this. (There are also license exams given for teachers in New York City, where it is a common practice for the interviewing panel to challenge the candidate on a specific point. Sometimes the candidate actually makes an error; sometimes s/he is correct. The panel wishes to see how the applicant will react to the challenge.) Again, tape recording and replaying the interview will provide an opportunity to review strengths and weaknesses of the student in a simulated interview situation.

The following vocabulary list for this module is provided for the teacher's use, and *should not* be presented to the students for memorization. The new vocabulary need not be presented all at once. Rather, you may examine each section of the module and present only that vocabulary which is new in the section with which you are working.

ability
achievements
education background
fringe benefits
health insurance
health plan
interview
(being) interviewed
interviewing
letters of recommendation
nervous
pension
program a computer
promotion
qualified
relax
sick leave
starting salary

#4 GETTING AROUND

UNIT I
PUBLIC TRANSPORTATION

MODULE OBJECTIVES

Upon successful completion of this module, the students will be able to:

1. Ask the appropriate questions to obtain information on fares and bus or train schedules.
2. Buy a ticket.
3. Take a taxi.

CULTURAL POINTS FOR DISCUSSION

Points about traveling in the United States which you may want to bring up with your students include the following: On long-distance buses or trains, other passengers may assist in putting small articles in the overhead racks, and in getting on or off the bus or train. Large suitcases are usually placed in special compartments below the bus in long-distance buses.

In large bus or train stations *do not* let strangers offer to carry your things. They may be stolen. Instead, hire a porter (always in uniform) if you need help.

SOME STRUCTURES AND IDIOMS USED IN THE MODULE

Requests: May I have _____?
I want a _____.
I'd like a _____.

Questions: How do I get to _____?
Where do I get off for _____?
Which bus do I take?
Do I have to change buses?
Does the bus stop here?
Where does the bus stop?
How often does the bus come/run?
When does the next bus to _____ leave?
Where can I catch the bus?
How much is the fare?
Is this where I get off for _____?
Where does the bus to _____ leave from?

Other forms: That'll be _____¢. ($_____).
That's _____¢. ($_____).
In 15 minutes.
At 11:30.

SITUATION SETTER

The situation setters may be used as the basis for reading activities, if you wish.

SUGGESTED VISUAL AIDS

1. Bus tokens, subway tokens, bus and train tickets, transfers.
2. Local and long distance bus schedules for your area, train schedules, bus and subway maps.
3. Pictures of bus stop signs and shelters. Pictures of a bus, a train, a taxi, and a subway.
4. Make a transparency of a schedule for the local and long-distance buses your students might be likely to use. Go over it with them, since schedules are often hard to read.

OTHER SUGGESTIONS

1. Obtain bus and train schedules from your local station and teach the students how to use them.*
2. If there is a subway near your area, be sure to give your students information about it.
3. Find out whether there are special rates for students and senior citizens for public transportation in your area. Tell students how to obtain these discounts if they or their family members are eligible.
4. On some tickets for long-distance transportation there is information about obtaining refunds. Discuss this with students.
5. Inform the students of local and State laws pertaining to smoking on public transportation and in public places.
6. Explain to the students how to get to the nearest train station and bus station by car or by local bus.
7. You may wish to have the students role play calling a taxi company for a taxi.
8. Demonstrate how to go about hailing a taxi.

ADDITIONAL ACTIVITIES

1. Take the students for a ride on the local bus (subway). Your school may be able to get free passes or money for the students' tickets.
2. Take the students to the local bus terminal and train station.
3. Have the students look for the bus lines, trains, and taxi companies in the Yellow Pages. Then have them call the bus and train companies for information on fares and schedules. This is information which you can check on to verify their understanding. (It is also good telephone practice.)

ACTIVITY FOR ADVANCED STUDENTS

The students may take turns as travel agents (or bus or train clerks) and customers. Using the schedules you obtained for the bus and train companies, the students will request and give information on fares and schedules.

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* Note: Because of the complexity of train and bus schedules, this module has not attempted to teach the reading of schedules.

The following vocabulary list for this module is provided for the teacher's use, and *should not* be presented to the students for memorization. The new vocabulary need not be presented all at once. Rather, you may examine each section of the module and present only that vocabulary which is new in the section with which you are working.

a lot of (much)
air conditioning
arrival
baggage
bus lines
bus route
bus/subway token
bus/train station
bus/train/subway stop
catch a bus/train (idiom)
change (verb) (coins)
connecting buses
departure
direct
every hour on the hour
exact change
fare
fare box
How often does the bus run?
in advance
It's direct to:
long distance
meter
one-way ticket
pickup (taxi pickup)
public transportation
reservation
reserve
round trip ticket
routes
run (Does the bus run?)
schedule
sleeping car
smoking section
subway
ticket window
tip (noun)
to pick up someone
track (noun)
transfer (noun)

#5 GETTING AROUND

UNIT II

READING MAPS AND ASKING DIRECTIONS

MODULE OBJECTIVES

Upon successful completion of this module, students will be able to:

1. Read road maps.
2. Ask and understand directions for getting from one place to another.

SOME STRUCTURES USED IN THE DIALOG

Take a right/left.
Continue/go straight ahead.
Get on/off the highway.
How do I get to _____?
How do I get from _____ to _____?
The Interstate is *the* fast*est* way downtown. (Superlative form of adjectives.)

SUGGESTED VISUAL AIDS

1. The students will need local city, New York State, and United States maps to complete this module.
2. Bring in street maps for your city, and make transparencies of selected portions of them for use as the basis for microconversations and discussions. Local service stations may contribute road maps. The American Automobile Association (AAA) has excellent road maps which they might be willing to make available for use in your classroom. Contact your local AAA office.
3. For some of the exercises under Additional Practice, students might be encouraged to draw maps of their own neighborhoods as a prelude to describing how they get from one place to another on a typical day. Particularly good maps produced by the students might then be reproduced on ditto or transparency for use by the entire class.
4. Your students may still be more familiar with kilometers than with miles. Explain that to convert miles to kilometers, you multiply miles by 1.6.

MINI-DIALOG

This is an extension of the main dialog, permitting further practice in map reading and asking and understanding directions.

MICROCONVERSATIONS

These provide additional practice with important structures in the dialogs. They may be used in small groups to provide individualized practice. Students should refer to a map in answering the questions posed by their partners in the microconversations.

READING SELECTIONS

Both the short paragraph and the map legend may be read silently by the students as a prelude to discussion of the content.

Reading Selection A is followed by brief exercises to test students' interpretation of the legend. You may want to discuss additional symbols which appear in the legend.

The following vocabulary list for this module is provided for the teacher's use, and *should not* be presented to the students for memorization. The new vocabulary need not be presented all at once. Rather, you may examine each section of the module and present only that vocabulary which is new in the section with which you are working.

about a (almost)
digit
directions (south, southeast, southwest, etc.)
divided highway
entrance (to a highway)
exit (on a highway)
gas station
interchange
interstate route
legend (on a map)
mileage chart
motel
multilane highway
New York State Thruway
quite a ways
scenic
symbols
toll road
toll taker
tollgate

#6 FINDING A PLACE TO LIVE

MODULE OBJECTIVES

Upon successful completion of this module, students will be able to:

1. Read the rental ads in a newspaper.
2. Look for a place to live.
3. Ask the appropriate questions before signing a lease.
4. Understand some important terms on a lease.

GRAMMATICAL STRUCTURES PRACTICED IN THE MODULES

"to be" question:	Is there a garage?
"yes-no" question:	Is it on the first floor?
"wh" question:	How much is the rent?
present tense question:	Do you require a lease?
	Does the apartment have oil heat?

FURTHER SUGGESTIONS

1. SITUATION SETTER

   Illustrate the concepts of real estate agency and rental agency. For this you might try using illustrative sentences such as: "A real estate agency will sell or rent you a house or apartment." In smaller towns, rental agencies may not exist. Check with local agencies to find out which real estate agencies handle rentals. Explain to the students that if you rent through a real estate agency, the landlord has to pay a fee. If you rent through a rental agency, you have to pay the fee.

2. READING RENTAL ADS

   The list of abbreviations is not intended to be complete. Check your local newspaper ads for other abbreviations used in your area. The terms in Unit I are rather complex. Try to insure that your students understand what they mean and the kinds of obligations they imply. Use your local paper to supplement (or replace) the discussion questions. Point out what section of the paper contains the rental ads. So that all the students will be able to see the ads that you choose for discussion, copy them on the blackboard or a transparency. You may wish to make up your own additional comprehension questions to suit your students' needs.

3. DIALOG

   The last portion of the dialog could also be used for exercises in giving directions. You can provide a street map of your city or town on an overhead transparency, or draw a map on the blackboard.

4. MICROCONVERSATIONS

   Use pictures to cue the answers where possible. Pictures of garages, yards, dining rooms, etc., are easily found in magazines.
   Use real addresses and a local street map with the third microconversation.

5. LEASES

   The lease contains technical language which the students are not expected to learn. You should go over the lease and paraphrase the meaning at a level appropriate for your students.

6. LEASE FORMS

   After you have gone over the meaning of all items on the completed lease forms, have the students answer the questions.

7. DISCUSSION QUESTIONS

   Make sure your students understand that the structure *What's* + noun + *like*? is asking for a description. Otherwise they may confuse this meaning of *like* with the verb *like*. These two uses of *like* are found together in the discussion questions.

8. ADDITIONAL DISCUSSION (advanced)

   1. Discuss the limitations that are commonly found in leases—you can't paint the walls without permission of the landlord; you may give notice of your intent to renew or not renew your lease 45 days before expiration, etc.
   2. Discuss pros and cons of large apartment complexes vs. an apartment in a house.
   3. Discuss pros and cons of renting vs. buying a house.

SUGGESTED VISUAL AIDS

1. Make transparencies of the illustrations.
2. Bring in rental ads from your local paper. You may wish to make transparencies of some of the ads so they can be used for discussion.
3. Bring in a sample lease form.
4. Bring in a street map of your town.
5. Bring in a toy telephone to add realism to the dialog.
6. Bring in appropriate pictures to cue responses for the microconversations.

The following vocabulary list for this module is provided for the teacher's use, and *should not* be presented to the students for memorization. The new vocabulary need not be presented all at once. Rather, you may examine each section of the module and present only that vocabulary which is new in the section with which you are working.

abbreviation
advertisement/ad
allow
appliances
available
commencing
damages
efficiency (apartment)
furnished
landlord
lease
legal language
move (to a new residence)
pets
premises
real estate agency
references
rent

rental agency
required
security deposit
sign a lease
studio apartment
tenant
term
to rent
unfurnished
utilities
wall-to-wall carpeting

Also point out the fact that "house" and "home" are used interchangeably by some people, and not by others. For example: an "apartment house," "own your own home," "home for the aged," etc.

#7 MEDICAL SERVICES

UNIT I: CALLING FOR AN APPOINTMENT

MODULE OBJECTIVES

Upon successful completion of this unit, students will be able to:

1. Call a doctor's or a dentist's office to make an appointment.
2. Know what to do when they must talk with an answering service (exchange).

KEY STRUCTURES

polite requests with "would"
ordinal numbers
simple present tense
hours (telling time)

SUGGESTED VISUAL AIDS

1. Call your local telephone office and ask to borrow a teletrainer. It consists of two telephone units and an amplifier, and can be used to simulate telephone calls.
2. If you cannot obtain a teletrainer, bring in toy telephones.
3. Make transparencies of module illustrations. Use them to "set the stage" for dialogs and role plays.
4. Bring in a calendar for each student. Many places of business provide calendars free of charge. If you cannot obtain them, a teacher-made model can be duplicated for the students.
5. Make a transparency (or chart) of a calendar.

FURTHER SUGGESTIONS

1. DIALOG: CALLING THE DOCTOR'S OFFICE
   Use the teletrainer, toy telephone, or a seating arrangement where the two people involved in the dialog are on opposite sides of a partition. Try to simulate the telephone conversation as closely as possible.
2. LISTENING COMPREHENSION SKILL
   Give a calendar (or teacher-made calendar) to each student before beginning this activity. Have the students fill in their appointment times on their individual calendars.

   To check on the accuracy of students' responses, project a transparency of a calendar, and fill in the appointments as a class activity.
3. DIALOG: ANSWERING SERVICE (AND ROLE PLAY)
   Use the teletrainer, toy telephones or seating arrangement as suggested for dialog #1.
4. ROLE PLAY
   These situations may be used as role play in the classroom or as actual assignments for the students. Ask your students to obtain the necessary information, and to report to the class when the assignment is completed.

ADDITIONAL POINTS FOR DISCUSSION

For further information on emergencies, refer to *Module #9–Emergency Procedures*, in this series.

You will also want to point out the fact that, although most appointments are made by telephone, one can also make appointments in person. Show the students an appointment card from a doctor's office, and be sure that they understand all the information that appears on the card (e.g., how and when to cancel if you are unable to keep your appointment).

Explain to the students that some doctors and dentists will still charge you for a visit, even if you fail to keep your appointment. Dentists, in particular, often expect you to pay for their time even if you did not keep the appointment.

The following vocabulary list for this module is provided for the teacher's use, and *should not* be presented to the students for memorization. The new vocabulary need not be presented at once. Rather, you may examine each section of the module and present that vocabulary which is new in the section with which you are working.

answering service
as soon as possible
checkup
emergency
exchange (telephone)
sore throat
temperature (body)
to call back
to be in (to be there, e.g., "The doctor is in.")
to get in touch with
to make an appointment

#8 MEDICAL SERVICES

UNIT II: IN THE OFFICE

MODULE OBJECTIVES

Upon successful completion of this module, students will be able to:

1. Tell a doctor what their symptoms are.
2. Make an appointment with a doctor.
3. Read a bill from a doctor.
4. Read the label on a prescription.
5. Follow a doctor's instructions.
6. Explain what some specialists do.
7. Talk to a dentist about their teeth.

SOME STRUCTURES AND EXPRESSIONS USED IN THE MODULE

Present perfect tense: I have had chills. . .

"Wh" question: What? Whose? How much? When? Who? How often?

Expressions used by doctors: What seems to be the problem?
Open wide. . .
Let me take a look at. . .
Let's see. . .

SUGGESTED VISUAL AIDS

1. Obtain brochures, posters, charts, books and other materials relating to medical and dental care from the American Medical Association, your family doctor or clinic, medical insurance companies, drug firms, drug stores, and other related sources.
2. Bring in an oral thermometer. (Be sure to explain the difference between fahrenheit and centigrade.)
3. Bring in doctors' and dentists' instruments if you can borrow them, for example, a stethoscope or a dentist's mirror.
4. Bring in a copy of the telephone book so that students can see the doctors' listings in the Yellow Pages.
5. Bring in toy telephones for simulated phone conversations.
6. Bring in copies of doctors' and dentists' bills.
7. Bring in a bottle of prescription medicine.
8. Use props such as a table (or desk), chairs, a nurse's cap, and other items for use in dialogs and role plays. (You might want to use a child's doctor's bag as a prop, when appropriate.)
9. Short films and filmstrips which have been designed for use in elementary schools might be useful for your students. (Be sure to preview them first, in order to determine whether the vocabulary level and subject matter are suitable for your group.)

FURTHER SUGGESTIONS

1. In this module, explanations of some of the vocabulary have been provided in the student copy. There is also a general glossary of other terms following the Teacher's Notes. All vocabulary should be taught in meaningful contexts. Medical terms such as "fever," "chills," "headache," "hot," "dizzy," "pain," (and others) can easily be pantomimed by the teacher or by an advanced student. All new words should either be acted out or illustrated through visuals.
2. SITUATION SETTER AND BACKGROUND TO THE DIALOG
   a. These can be used either as oral or as silent reading selections.
   b. Show students a fahrenheit thermometer. Be sure that they understand how to use it, and that this is the thermometer that the doctor will expect them to use when s/he asks them to report their temperature.
3. DIALOG
   a. The dialogs need not be memorized. If you wish, the class can be divided into smaller sections for practice.
   b. You should point out that there are common alternatives to some of the dialog lines. For example: "Let's have a look at your throat" instead of, "Let me take a look. . .," and, "What are your symptoms?" or, "What's your problem?" instead of "What seems to be the problem?" The doctor might also say, "Any chills?" instead of, "Have you had chills?"
4. MICROCONVERSATION

   The microconversation provides additional practice with the most important words and structures of the dialog. It may be used in small groups to provide individual practice.
5. ROLE PLAY

   Role play settings should be as realistic as possible. Use phones for simulating phone calls, and have a student volunteer on a desk or table to simulate the examining room. Other props, as listed in Suggested Visual Aids, should be used in the role play.
6. THE DOCTOR'S BILL
   a. This section of the module offers students an opportunity to practice mathematical computation in English. Have the students check the bill to see whether it is correct, using English names for numerals. Review "plus" and "minus" while computing. You might want to give them a different set of numbers (in the form of a bill) for them to compute.
   b. Explain the abbreviated form of writing the date as it is used in the United States: 9/15/76 means September (the ninth month of the year) 15th, 1976. Your students may not be familiar with this system.
7. MAKING AN APPOINTMENT WITH THE DOCTOR

   This section is brief. For more expanded dialogs on making appointments, see Unit I, Module #7.
8. SPECIAL DOCTORS

   This section familiarizes students with some of the names of doctors' areas of

specialization. It is important that the pronunciation of each specialist is presented clearly before the students practice the conversations.

a. Doctors are usually listed in the Yellow Pages of the phone book under their specialties. Show the students these listings in your local phone book.

b. There are many additional areas of specialty such as the dermatologist and the podiatrist. Discuss these according to the needs and interests of your students.

9. A CHECKUP

Some students might be uncomfortable about discussing or showing parts of their bodies, or about being touched by other students. The teacher is advised to be aware of this, and not to encourage reluctant students to act out "Roll up your sleeve," "Open your mouth," and other commands that are given in this section. (Those students who are willing to do so can pantomime the various procedures which have been illustrated.)

10. GOING TO THE DENTIST

Many of the procedures are essentially the same as in *Going To The Doctor.* It will be necessary for the students to learn new terminology.

ADDITIONAL SUGGESTIONS

1. Refer to these modules in this series.

   EMERGENCY PROCEDURES
   MODULE #9

2. When you discuss injection, advise your students that certain injections called "immunizations" will be required by law for children. Parents or guardians must show proof of these immunizations before their children may enter public school.
3. Discuss the various procedures which people follow when trying to find a private physician. Some people follow the recommendations of friends, and some people call the county medical association or hospital for the names of doctors whom they can call.
4. Advise students that if after one or two visits to a doctor they feel uncomfortable with a particular doctor, they should feel free to change doctors. (They can also "get a second opinion" from another doctor if they have any questions.)
5. Your local elementary school may have the names of doctors or dentists who come into the school to discuss general health procedures and/or dental care. You might want to invite one of these speakers to meet with your class.

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a mild case of
accident
account
all booked up
appointment
bill
caution
check (money)
checkup
cold (sickness)
drill (noun and verb)
emergency
fever
fill a prescription
get a prescription filled
health, healthy
in advance
inhale
injection
instructions
label (noun)
loss (of appetite)
machine
medical
medicine
money order
Novacain
office visit
owe
patient
permission
pharmacist
pharmacy
pictures (X-ray)
prescription
prevent
special
take your temperature
waiting room
X-ray

GLOSSARY FOR CLINIC SECTION

clinic, clinical
community
free of charge
local, nearest
medical attention
minimal charge
service (clinical)
sponsored by

#9 EMERGENCY PROCEDURES

MODULE OBJECTIVES

Upon successful completion of this module, students will be able to effectively:

1. Report a fire.
2. Report an accident.
3. Call an ambulance.

For the convenience of the teacher and students, this module has been divided into two parts: Fire and Police Emergencies, and Health Emergencies. Each part may be used as the basis for separate instructional periods.

GRAMMATICAL STRUCTURES PRACTICED IN THE MODULES

"Wh" question: e.g., Where did the fire start?
Modal auxiliary: should
Conditional clause: If your clothes catch fire, roll on the floor.
(You will want to be familiar with the nature and use of these grammatical structures before attempting to help students use them.)*

SUGGESTED VISUAL AIDS

1. As a general rule, use visual aids such as realia, pictures and demonstrations to get meaning across. Explain as little as possible. Throughout the modules, you will want to anticipate vocabulary that may be new for your students and devise ways of illustrating the meanings.
2. Make transparencies of the visuals contained in this unit.
3. Bring in toy telephones to give more realism to the dialogs.
4. Bring in a small fire extinguisher, such as those obtainable in hardware stores, and discuss and demonstrate its operation.
5. Obtain informational pamphlets from your local fire department, police department, and ambulance service. (Suggest that students obtain stickers for emergency telephone numbers to place on their telephones.)
6. It would be helpful to discuss smoke alarms with your students.

FURTHER SUGGESTIONS

1. SITUATION SETTER
   The situation setter may be used as a reading selection, if you wish.
2. DIALOG: (REPORTING A FIRE)
   After the dialog has been presented, you may divide the class into groups so they can take parts to practice.

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* If you feel you need further information on such structures you may want to refer to *Rapid Review of English Grammar* by Jean Praninskas. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.)

3. MICROCONVERSATIONS: (REPORTING A FIRE)

Microconversations give additional options for practicing the dialogs. They may be practiced in groups, or if you wish, you may take the part of Student A. Expected answers may be cued with visuals. All vocabulary should be presented before proceeding with the exercises. Students should be encouraged to practice these conversations among themselves.

4. FIRE ALARM BOXES: (FIRE EXTINGUISHERS)

Point out to your students the fire alarm boxes and extinguishers in your building. Help them read and understand the directions for use. You may also bring in one of the small fire extinguishers that are available commercially. Students should be encouraged to know the location of the fire alarm box and the extinguisher nearest their home or apartment.

5. HEALTH EMERGENCIES

Define health emergency: an injury or illness serious enough to require immediate medical attention. Point out that one would not call an ambulance for a minor accident or illness. If a person receives a serious injury, s/he can go directly to the emergency room of the hospital in an ambulance or in a car or taxi.

6. MICROCONVERSATIONS: (HEALTH EMERGENCIES)

The students should practice the questions and answers with all the alternatives given. Alternative answers may be expanded according to the abilities of the students.

7. POINTS FOR DISCUSSION AND CONVERSATION PRACTICE: (HEALTH EMERGENCIES)

Point out to the students that they should ask their doctor what hospital s/he is with. If they don't have a doctor, they should know where the closest hospital is. As the students practice the questions that an ambulance attendant might ask, emphasize the importance of practicing real information. If they don't know the answer that applies to them personally, urge them to find out. (For example, blood type, allergy to penicillin, etc.)

8. DIALOG: (REPORTING AN ACCIDENT)

You should point out the necessity of reporting an accident to the insurance company. Again, the dialog is in short sections for easier presentation by the teacher, and comprehension by the students.

9. MICROCONVERSATION: (REPORTING AN ACCIDENT)

The students should practice the alternatives in the text, and you may want to expand the alternatives provided.

10. READING

To insure that your students have understood the reading selection you may ask them comprehension questions on the content. At this point, you may wish to introduce written material from your local fire and police departments as the basis for further discussion.

11. DISCUSSION QUESTIONS

The discussion questions provide practice with both conditional *if* clauses and modal auxiliaries. However, you should be careful not to change this section into a prolonged grammar exercise. These questions provide a good opportunity for discussion and the language used should be natural. The students may not know all the answers to the questions or the legal obligations implied—such as reporting an accident. Therefore, you should prepare these questions carefully before going over them in class so you will be able to provide students with the necessary information.

ADDITIONAL POINTS FOR DISCUSSION

1. You may wish to discuss fire prevention hints. You will find these in pamphlets available from your local fire department.
2. Point out that police terminology often differs from normal speech. For example, they may say, "What is the nature of the problem? instead of "What's wrong?"
3. In many regions, "rescue squad" is another term used for ambulance.

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ambulance
ambulance service
attic
baking soda
basement
(to) break out (fire)
(to) catch fire
chemical (as type of fire)
connect (as in a telephone call)
crawl
damaged
dryer
electrical (as type of fire)
emergency
find out
fire alarm box
fire extinguishers
furnace
grease
hardware store
hot water tank
injured
location
(to be) on fire
(to) put out a fire
(to) report a fire
serious (as in serious accident)
space heater
stretcher (emergency)
volunteers (noun—fireman)
wrecked

#10 LEGAL QUESTIONS

MODULE OBJECTIVES

Upon successful completion of this module, students will be able to:

1. Explain what a sales contract is.
2. Obtain help from the proper agencies regarding difficulty with a sales contract.
3. Identify the most important people in a courtroom and explain what they do.
4. Explain some of the differences between a civil and a criminal trial.
5. Participate in small claims court proceedings.
6. Obtain legal aid.
7. Follow the proper procedures to protect their rights if they are arrested.

SUGGESTED VISUAL AIDS

1. Make transparencies of the illustrations in this module, especially the illustration of the courtroom (in the first section).
2. Bring in illustrations of the various situations in this module such as an arrest, a courtroom trial or a lawyer defending his/her client.
3. Use props such as a sales contract, a gavel and books, and a toy telephone for the role plays and dialogs.
4. Suggest that students watch a TV show such as "Barnaby Jones" which involves various procedures such as arrest, reading of the rights, obtaining legal assistance, conferring with an attorney, and courtroom procedures.
5. Bring in pamphlets from Legal Aid which give students further information.
6. There are many books in the children's section of the public library which are easy to understand and have good illustrations. Bring in books which will help your class to understand the various items in this module, such as the courtroom.

FURTHER SUGGESTIONS

1. In this module, most of the vocabulary is explained within the text. Prepare definitions of the key vocabulary, but first have the students try to deduce the meaning of the words by having them read the various sections of this module. The vocabulary is very technical and has been separated into five groups. Each group corresponds with a section of the module.
2. A SALES CONTRACT
   a. The dialog is presented in short segments, but it may also be read as a whole.
   b. Be sure that students understand the difference between a standard binding contract and a contract that is signed within one's home. (They have a three-day "cooling-off period" with contracts from door-to-door salespeople.)
   c. For role play, use props such as a sales contract (or a facsimile).
   d. Check to see which agencies help consumers in your geographical area.

3. THE COURTROOM

   a. The material in this section is complex. It is recommended that the teacher and the class read one section of the dialog at a time. Insure comprehension by asking the comprehension questions before proceeding to the next section of the dialog.
   b. For role play, use courtroom props as described in Suggested Visual Aids.
   c. Project a transparency of the courtroom illustration. Have the students identify the various sections of the courtroom and the participants in the proceedings, while looking at the illustrations. Use a pointer to locate various labels.
   d. If a trial is being featured on TV news broadcasts, have the students follow its progress.

4. SMALL CLAIMS COURT

   a. The reading may be done as an oral or as a silent exercise. Insure comprehension with a brief conversation before proceeding to the microconversation.
   b. Have the students practice playing both roles in microconversations.

5. PROTECTING YOUR RIGHTS

   a. The topic of arrest may be a sensitive one with your students. For this reason, this section of the module has been designed to be impersonal. Discussions should refer to arrests which one sees on television news or drama programs. Use phrases such as, "What if somebody is arrested. . ." or, "Last night, on Barnaby Jones. . ."
   b. Since the right to remain silent is probably a new concept for your students, be sure that they understand all of the implications of speaking indiscriminately when arrested. Do several role plays with a more aggressive student trying to intimidate the student who is playing the role of the one who has been arrested. Perhaps using fictitious names might make this somewhat difficult topic easier to present.

6. LEGAL AID

   a. Financial requirements for legal aid are determined by the Federal Poverty Index. Be prepared to explain this index to your students. There is a maximum amount of money which can be earned in order to qualify for legal aid. Be sure that the students understand that this amount varies according to the number of people in one's family.
   b. If the students are interested in more information on legal aid, you may want to call your local Legal Aid office for printed material. It may be possible for a legal aid representative to visit your school.
   c. In this section, insure comprehension of vocabulary words before reading the dialog, since some of the words are not self-explanatory (as in other sections).

7. It is recommended (although not necessary) that the teacher and the class study the material in this module in the order in which it is presented. Information in the first sections will help the students to understand the

sections that follow. For example, read the section on the courtroom before proceeding to *Legal Aid.*

ACTIVITIES FOR ADVANCED STUDENTS

1. Some of your more advanced students might want to do further research on some of the information which is introduced in this module. They should be encouraged to do so and to report their findings to the class.
2. If you live near a court, some of the students might wish to observe an actual trial. Find out when the courts are open to the public.
3. If any of your students think that they might be interested in pursuing a career in law or in law enforcement, help them to obtain information on preparing for these careers. A guest speaker who is accustomed to addressing school groups could visit your class and answer some of the students' questions.
4. It should be pointed out that American law is based on the concept that an individual is "innocent until proven guilty." In many countries the concept is the opposite. Therefore, this may be a new concept for your students.

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Sales Contract

consumer
contract
couch
damaged
deliver
expensive
standard contract

The Courtroom

accepted
assumed
attacked
case (court, argue a case)
fair
guilty
innocent
law
lose (a case)
open to the public
promise
prove
punished
runs (to conduct)
trial, on trial
truth

Small Claims Court

cleaner (dry)
damaged
involved

Protecting Your Rights

arrested
interpreter
protect
repeat
rights

Legal Aid

accused
aid (assistance)
county (geographical)
hire

#11 THE DEPARTMENT STORE

MODULE OBJECTIVES

Upon successful completion of this module, the students will be able to:

1. Carry on the appropriate verbal interaction with a salesclerk in a department store.
2. Read and understand a store directory.
3. Return an item they have purchased.

SOME STRUCTURES USED IN THE DIALOG

"Wh" question: Where is/are the _____?
What's your size?
What's the matter with it?
Polite request: May I help you?

SUGGESTED VISUAL AIDS

1. Make transparencies of the directory and explain the different departments to your students before they study this module.
2. Bring in advertisements from the stores in your area.
3. Find pictures of the difficult words to explain items in the store directory (hardware, appliances, domestics) and other vocabulary (cash register, credit slip).

FURTHER SUGGESTIONS

1. As a warm-up or preview for this module you could briefly discuss the department stores in your area.
2. STORE DIRECTORY
   a. Be sure to explain the vocabulary in the directory. It has not been listed in the glossary, but the meaning should be made clear. You can do this by giving examples of items purchased in each department.
   b. When you are fairly certain that the students understand the terms in the store directory, you can initiate activites to test their comprehension. You may, for example, ask them:

      In which department can you buy a necklace?
      washer/dryer?
      hammer?
      pocketbook?

3. DIALOG

   The dialogs may be practiced as a whole or divided into sections according to the level of the students. They need not be memorized, but instead can serve as a model for later role play activity.

4. MICROCONVERSATIONS

The microconversation provides additional practice with structures presented in the dialog. Students may like to practice this in pairs after they have practiced the dialog as a group.

a. You should model the microconversation with a few students before the students practice on their own.
b. Since the numbering for clothing and shoe sizes differs in the U.S. and other countries, try to obtain size conversion charts. You may also want to point out that the actual size of many items marked "small," "medium," or "large" varies greatly with different manufacturers, so it's always a good idea to try on articles of clothing.

5. RETURNING THINGS

a. This dialog may be practiced in parts or as a whole, like the previous ones. Have the students practice as a group first, then in pairs.
b. You should point out that different stores have different return or refund policies. There may also be different procedures according to whether the customer paid cash or charged the item. Have the students tell about their experiences in returning items. Some stores may have a time limit on returning items. This may sometimes be extended around Christmas time. Be sure to explain these different refund policies and time limits to your students. It is also important to remind students to keep receipts until they are sure the item need not be returned.

ADDITIONAL SUGGESTIONS

1. ROLE PLAY

After the students have practiced the dialogs and microconversations in this module, they should be ready to improvise in a role play activity. To make this as realistic as possible, you could designate different parts of your classroom as various departments, using props in each "department." Choose a salesclerk for each department and let the students "go shopping." You should move around the room freely, helping students as needed.

2. The students may also want to discuss the differences between being "waited on" by a clerk and shopping "self-service." Many large stores are virtually self-service except in certain departments where clerks need to demonstrate or explain large appliances. Ask the students if they prefer being waited on or helping themselves.
3. The students may like to discuss differences between shopping in large department stores and shopping in a boutique or small specialty shops.
4. You may want to bring in department store advertisements from the local newspaper to discuss sales, and differences in price, etc.
5. FIELD TRIP

If time allows, you may want to take your students on a field trip to a nearby department store. Here they can see for themselves which items are sold in the various departments.

6. CONSUMER EDUCATION

Discuss with your students the advantages of shopping to compare prices, especially on large expensive items. You may also want to send for, and discuss, some pamphlets of interest to the consumer available from the U.S. Government Printing Office. Many are free or available for less than $1.00. Sample titles are: "Buying Small Appliances," "Purchasing Hi-Fi Systems, TV and Tape Recorders," "Everyday Hand Tools," Where You Shop is as Important as What You Buy." The address is:

Consumer Information Center
Pueblo, Colorado 81009

The following vocabulary list for this module is provided for the teacher's use, and *should not* be presented to the students for memorization. The new vocabulary need not be presented all at once. Rather, you may examine each section of the module and present only that vocabulary which is new in the section with which you are working.

accessories
apparel
appliances
cash
cash refund
cash register
charge
department
directory
discount department store
dressing rooms
final sale
housewares
jewelry
receipt
refund
return (clothing to a store)
store credit slip
to your right (direction)
try on

#12 SHOPPING AT THE SUPERMARKET

MODULE OBJECTIVES

Upon successful completion of this module, students will be able to:

1. Engage in conversation appropriate for obtaining services at a supermarket.
2. Read and understand supermarket ads in a newspaper.

GRAMMATICAL STRUCTURES USED IN THE DIALOG

Request forms *would* and *can*; present tense.

SUGGESTED VISUAL AIDS

1. The teacher may wish to bring in additional examples of local supermarket ads for use in additional discussion practice. They could be used to show how the prices vary from store to store.
2. Make a transparency of the page of ads contained in the module. Make a transparency of the picture of the interior of the supermarket. This can be used in conjunction with the Situation Setter and the Mini-Dialog exercises.

FURTHER SUGGESTIONS

1. DIALOG

   After the dialog has been presented and discussed, the teacher may wish to have the students practice the role play listed for the delicatessen and bakery departments.

   This may be done by dividing the class into groups of two or three. This exercise may also be expanded by the addition of more products.
2. MINI-DIALOG

   The mini-dialog may be repeated using the substitutions listed. The aisle number has not been given for the substitutions and may be left up to the imagination of the students, or if the teacher feels it is necessary, filled in by the teacher. The mini-dialog may be practiced in pairs, as role play, or may also be used as a directed dialog.
3. READING AND CONVERSATION PRACTICE

   The questions following the reading selection refer to the ads in this module. Make sure the students understand that they must look at the ads to answer the questions.
4. ROLE PLAY

   The role play may be expanded to cover other items which they might need to ask about in the supermarket.

ADDITIONAL POINTS OF DISCUSSION FOR ADVANCED STUDENTS

1. Why Americans use so much frozen food instead of fresh food.
2. Why Americans shop only once a week.
3. Why American shop in supermarkets rather than going to many small stores which specialize in specific things.

4. The items Americans do buy sometimes in speciality shops: the meat market, the fish market, the bakery.
5. Why Americans prefer convenience foods over items that take longer to prepare.
6. Paying for the groceries: you may pay by check, but if you do, you need identification, such as a driver's license or the supermarket courtesy card.
7. Coupons may be found in newspapers, magazines or on products. These are manufacturer's coupons and may be redeemed at any store that sells the product.
8. Some supermarkets sell other products—they may include a pharmacy that will fill prescriptions; they may sell clothing and sundries.
9. The meaning of USDA (U.S. Department of Agriculture) "choice beef" and "grade A chicken."
10. Other points that may be covered are express line check-out, unit pricing, food stamps.

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ads
aisle
bakery
canned goods
clerk
cold cuts
coupons
dairy
deli (delicatessen)
departments (sections)
drug section
frozen foods
on special
salami
special (noun)
wrapped

#13 THE POST OFFICE

MODULE OBJECTIVES

Upon successful completion of this module, students will be able to:

1. Buy stamps and other postal items.
2. Send a package.
3. Claim objects lost through the mail.
4. Send a money order.
5. Fill out an alien-address report every year.
6. Report a change of address.

SOME STRUCTURES AND IDIOMS USED IN THE DIALOG

Request form: I'd like _____.

"Wh" question phrase: How much does it cost?
What are these forms for?
When did you mail it?
Where did you mail it from?

SUGGESTED VISUAL AIDS

1. Make transparencies of the various forms contained in this module. Help students practice filling them out.
2. Bring in illustrations of post offices and the various service windows.
3. Bring in stamps (a book of stamps, Special Delivery, Air Mail. . .), a prestamped envelope, an aerogram, and other related items.

FURTHER SUGGESTIONS

1. In this module, explanations of some of the vocabulary have been provided in the student copy. However, the teacher should teach the new vocabulary in meaningful contexts. Meanings of new vocabulary items should be illustrated and demonstrated.
2. VOCABULARY

   Make sure that the students understand the differences between first class, second class, third class and fourth class. Differences in terms relating to the way a letter is mailed (registered) and a package (insured) should also be illustrated. You may wish to illustrate the differences between Special Delivery, Air Mail and Surface Mail.
3. DIALOG
   a. You can divide the dialog into sections so that, if you wish, smaller sections may be practiced individually according to the needs of the students. The dialog may also be presented as a whole. It need not be memorized.
   b. The teacher should point out that there are common alternatives to some of the dialog lines.

4. MICROCONVERSATION
   The microconversation provides additional practice with the most important structures of the dialog. It may be used in small groups to provide individualized practice.
5. DIALOGS
   a. Make sure the students understand that only the rates for Canada and Mexico are the same as for the United States (15¢ first class). It is 31¢ per 1/2 ounce for any other foreign country.
   b. Tell students that they should not send anything in an aerogram. For example, pictures should be sent in a regular letter.
6. ADDITIONAL SUGGESTIONS
   a. The teacher should also discuss other aspects of mailing letters and packages—the fact that you wrap breakable items very carefully and should not forget to write: "Breakable," or "Special Handling," and that you should always put down your address so that it can be returned to you if the address cannot be reached.
   b. Remind students that ZIP codes are very important in getting letters to people faster. The sender's ZIP code number should also be included in the return address.
   c. Tell students about working hours of post offices which are open 5½ days a week.
   d. SKILLS
      Help students practice filling out the different forms in this module.

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aerogram
alien-address report
book of stamps
cash
change of address
check (money)
claim form
deliver
fill out (a form)
first class
form
fourth class (book rate)
immigration rules
include
insurance
insure (verb)
lost and found
money order
overseas
ounce
parcel post
rate
receipt
refund
resident alien
return address
sender
sort
special delivery
surface mail
that'll be (it will cost)
third class
to be worth
trace
valuable
ZIP code

#14 THE RESTAURANT

MODULE OBJECTIVES

Upon successful completion of this module, students will be able to:

1. Read and understand a typical menu.
2. Order a meal and carry on other appropriate verbal interaction with a waitress or waiter.
3. Tip appropriately

SOME STRUCTURES AND IDIOMS USED IN THE DIALOGS

Request form: Would you like?/Could I have?
"Wh" question phrase: What kind of?
How do you take/like your coffee?
How do you want your steak done?

SUGGESTED VISUAL AIDS

1. Make transparencies of the menu and drawings contained in these units.
2. Bring in illustrations and menus from local restaurants.
3. Bring in illustrations of the more difficult food items, such as *clams on the half shell*. Pictures of foods may be obtained free of charge from the American Dairy Association, 6300 North River Road, Rosemont, Illinois 60018.
4. Bring in props to be used in acting out the microconversations to make them more realistic. Some props could be an apron, a pad and pencil, and a menu.

FURTHER SUGGESTIONS

1. In this module, explanations of the vocabulary have been provided in the student copy. However, the teacher should still teach the new vocabulary in meaningful contexts. Especially for the less-fluent students, meanings of new vocabulary items should be illustrated, demonstrated, and acted out, rather than explained.
2. MENU
   a. Make sure that students understand the difference between "a la carte" and a complete dinner. Differences in terms relating to the way the food is cooked should also be illustrated in greater detail; the differences between broiled, baked (fish, chicken), and roasted (beef, chicken).
   b. Note that some restaurants display the menu outside so that you can see the prices. If they do not, you can go in and ask to see the menu before you sit down, so that you will not be embarrassed later on if you do not have enough money.
   c. Explain that menus differ greatly from one restaurant to another. The menu in this module is only intended to be an example of what a menu might include. Be sure to bring in menus from local restaurants for discussion.

3. DIALOG

   a. The dialog may be divided into sections so that, if you wish, small sections may be practiced individually according to the needs of the students. The dialog may be presented as a whole. It need not be memorized.
   b. The teacher should point out that there are common alternatives to some of the dialog lines. For example, students may hear, "Would you care for a drink?" or "Can I get you something from the bar?" instead of, "Would you like a cocktail before dinner?" Some of these alternatives are presented in the module.

4. MICROCONVERSATION

   The microconversation provides additional practice with the most important structures of the dialog. It may be used in small groups to provide individualized practice. The settings should be made as realistic as possible by moving the desks to make a table: by providing an apron for the waitress, a pad and pencil for jotting down the order, and so forth. The teacher may take the part of the waitress or have an advanced student play the part. You should make sure to demonstrate to the students the appropriate gestures for signaling the waiter or waitress. Gestures such as tapping a spoon on the table are appropriate in some countries, but inappropriate in the United States. The students should refer to the menu in the module to make their choice of entree, dessert, and so forth. These conversations may be expanded as you wish. They may also be used with other menus that have been brought in.

5. DIALOG AND READING

   a. The teacher should illustrate ways of paying the bill—at the cash register; giving it to the waiter, or in some cases by use of a credit card.
   b. Make sure the students understand tipping. At the present time the standard tip is about 15 percent. They should be told that it is customary to round off the amount—$2.00 instead of $1.95, and that the tip is based on the total amount of the bill *before* tax is added. They should also be told that one does not tip in places where you get the food yourself, such as cafeterias and fast-food places.
      If payment is by credit card, the waitress brings the charge slip back to the table and the customer can write in the amount of the tip on the slip.
   c. The sample bill contains a 7 percent sales tax. It should be explained that the tax varies according to county and city.

6. FAST-FOOD AND CAFETERIAS

   Make transparencies of the illustrations of McDonald's and the cafeteria. This will help stimulate conversation about these kinds of eating places.

ADDITIONAL SUGGESTIONS

1. The teacher should discuss other aspects of going to a restaurant—the fact that you can find restaurants in the Yellow Pages; that some restaurants require reservations (explain how to make a reservation); that in some

restaurants they have to wait for the hostess to seat you, and that some restaurants have a coat check, (and you are expected to tip the coat-check person).

2. Alcoholic beverages have not been discussed. You may discuss various kinds of drinks, if appropriate.
3. The hours that local restaurants serve meals, and the fact that some restaurants accept credit cards while others do not, might also be discussed.
4. Note the two different uses of *leave* in the reading on paying the check. The contexts will help you illustrate the two meanings.

ACTIVITIES FOR ADVANCED STUDENTS

1. If applicable to your area, explain what a delicatessen is. Point out that you can buy sandwiches made to order, and you can purchase food items to take home.
2. Fast-food restaurants have take-out service if you are in a hurry or if you want to eat the food somewhere else. Discuss such restaurants.
3. For special occasions, such as weddings or big parties, you can reserve a banquet room in a restaurant, or some restaurants will cater at a location of your choice. Discuss how your students might take advantage of such services.

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a la carte
alcoholic (beverage)
appetizer
baked
beverage
black (coffee)
boiled
broiled
cafeteria
check/bill
cocktail
cream (in coffee)
dessert
entree
expensive
fast food
foreign foods
fried
go out to eat
hostess
index finger
inexpensive
medium
menu
order (take an order, give an order)
rare (meat)
roasted
salad
salad dressing
self-service
serve
signal (verb)
silverware (eating utensils)
tax
tip (to leave a tip)
waiter/waitress
well-done (meat)

#15 BANKING: CHECKING ACCOUNTS

OBJECTIVES

Upon successful completion of this module, students will demonstrate the ability to:

1. Carry on appropriate verbal interaction with American bank employees to enable the student to open a checking account.
2. Write out a check, fill out a deposit slip, read a bank statement and keep an accurate record of a checking account.

SUGGESTED VISUAL AIDS

1. Transparencies of the visual and instructional materials contained in this unit.
2. Since the format of bank statements and account records may vary depending on the bank, you may wish to bring in additional samples of these items for illustration and class discussion.

OTHER SUGGESTIONS

1. VOCABULARY

   The procedure for making a deposit to a checking account is not explained in the module. The teacher should explain this procedure when the term "deposit slip" is introduced.

2. DIALOG

   Before the dialog is introduced, have the students look at the picture of the interior of the bank. Point out to them the part of the bank in which the dialog would be likely to occur. It may also be necessary to explain what transactions occur in the other parts of the bank. When the dialog is introduced, make sure the students look at the pictures that illustrate the dialog.

3. ROLE PLAY

   The role play gives the students the opportunity to practice the dialog. Provide props, such as a desk, a chair, and a checkbook to make the setting as realistic as possible.

4. READING PRACTICE

   The teacher should be sure to carefully review the parts of the bank statement before the questions are asked so that the students will clearly understand what the different parts mean.

5. SKILLS

   The teacher should demonstrate (either on a transparency or on the blackboard) the exact procedure for filling out a check before students are asked to do the skills sheet. The teacher should check each student's sheet carefully to make sure it was done correctly. An additional skills page is provided if the teacher finds it necessary.

ADDITIONAL POINTS OF DISCUSSION FOR ADVANCED STUDENTS

1. Discuss special problems of using checks: overdrawn checks; identification needed to cash a check at a store, (driver's license and sometimes one other form of identification, or at the supermarket, a courtesy card that may be obtained through the supermarket office). Also, point out the fact that you may only cash a check at a bank where you have an account, or at the bank where the check was drawn.
2. The difference between a savings bank and a commercial bank.
3. The other services that are available from banks: loans, mortgages, savings accounts, safe deposit boxes, travelers check.
4. Students may wish to compare ads from local banks to see how interest rates may vary and services differ.
5. Discuss "Free Checking Accounts." Are they really free?
6. You might want to discuss the different ways of writing numbers: $125.00, one hundred and twenty-five, etc.

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account record
balance
balance forward
bank statement
cancelled check
cash (noun) (verb)
check
checkbook
checking accounts
deposit
deposit slip
minimum balance
service charge
to balance one's account
to cash a check
to charge to one's account
to deposit
to open an account

#16 CELEBRATIONS
UNIT I
HOLIDAYS

MODULE OBJECTIVES

Upon successful completion of this module, the students will be able to:

1. Explain what people do on these occasions:
   a. Halloween
   b. Thanksgiving
   c. Christmas
   d. New Year's Eve
   e. Memorial Day
   f. Fourth of July
   g. Labor Day
2. Explain why Americans celebrate these holidays.

UNITS

1. For the convenience of the teacher, this module is divided into two units. The first deals with national holidays and celebrations. The second unit deals with personal celebration days, such as birthdays and weddings. It is further suggested that the unit on national holidays be treated as a set of mini-modules, to be taught as each holiday topic becomes timely. The suggested division is as follows:
   a. Halloween
   b. Thanksgiving
   c. Christmas and New Year's Eve
   d. Patriotic Holidays—Memorial Day
      Fourth of July
      Labor Day
2. In many cultures, the word "holiday" is used to mean "vacation." Make sure your students understand the American use of the word "holiday" to refer to a specific day of celebration.

KEY STRUCTURES

frequency words: usually, sometimes
modals: you have to, you should
reflexives: himself, herself

SUGGESTED VISUAL AIDS (UNIT I)

1. Make transparencies of the illustrations contained in this unit.
2. There are many posters and other visual aids readily attainable during the various holiday seasons. For example: pumpkins, witches, and skeletons for Halloween, turkeys for Thanksgiving, Santa Claus and Christmas trees at Christmas time, etc. Display them in your classroom, and discuss their meanings with your students.

3. Obtain greeting cards for each season and show them to your students.
4. Bring in items that relate to each of the holidays and celebrations. For example: holly, mistletoe, noisemakers, a pumpkin, ingredients for a pumpkin pie, etc.

FURTHER SUGGESTIONS

1. **MINI-MODULE 1: HALLOWEEN**
   a. DIALOG: The dialog can be used for conversation practice. It need not be memorized.
   b. MICROCONVERSATION: The microconversation provides many alternative answers. You may wish to add some more.
   c. READING: This reading tells how to make a jack-o'-lantern. The teacher is advised to make one in class to illustrate the process.
   d. ROLE PLAY: The suggested role play is a Halloween party. Your students may wish to make masks or costumes. You can also introduce other Halloween customs which are not mentioned in the module, such as bobbing for apples.
   e. ADDITIONAL SUGGESTION: It may be a good idea to discuss with your students the necessity of checking carefully the candy that children get for Halloween to make sure that nothing harmful has been added. Some parents only permit their children to eat store-packaged candy.
2. **MINI-DIALOG 2: THANKSGIVING**
   a. DIALOG: The dialog provides conversation practice. Be sure to introduce vocabulary in a meaningful context before the students begin the dialog.
   b. READING: This reading gives a recipe for pumpkin pie. Illustrate the vocabulary by bringing in the ingredients mentioned. If the facilities in your school permit, you may wish to make a pie in your class. It is also a good opportunity to teach the measurements used in recipes.
   c. ROLE PLAY: You may wish to have a Thanksgiving party. You may bake a pie in class, or bring in (or have your students bring in) pumpkin pie. It is suggested that you teach your students some of the songs that are associated with Thanksgiving.
3. **MINI-MODULE 3: CHRISTMAS AND NEW YEAR'S**
   a. MICROCONVERSATION (CHRISTMAS PARTY): This microconversation gives some of the alternatives for things you may be asked to bring to a party. You may wish to add to the list.
   b. MICROCONVERSATION (DECORATIONS): There are also other decorations that are used at Christmas that are not mentioned here, such as mistletoe and holly. You may wish to introduce other items to your students.
   c. DIALOG (SANTA CLAUS): If your students are advanced, you may wish to introduce them to the poem, "T'was the Night Before Christmas." Find out what Santa Claus is called in their countries. You may want to discuss other international traditions.

d. ROLE PLAY: It is suggested that you have a Christmas party with your students. You can decorate a small Christmas tree in the classroom, and teach the class some carols (such as "Jingle Bells" and "The Twelve Days of Christmas").

e. ADDITIONAL SUGGESTION: While there is a traditional way in which Americans celebrate Christmas, many Americans also keep some of the traditions of their specific ethnic groups. You may wish to discuss this with your students.

f. DIALOG (NEW YEAR'S EVE): The dialog mentions "Auld Lang Syne." If your students are advanced enough, you might wish to teach them the song.

g. Be sure to point out that Christmas is basically a religious holiday, and not everyone celebrates it. You may wish to discuss Hanukkah with your students.

4. **MINI-DIALOG 4: MEMORIAL DAY, FOURTH OF JULY AND LABOR DAY**

a. DIALOG (MEMORIAL DAY): Point out the fact that although the dead are remembered on this day, it is mainly a day of fun. It is also a good idea to point out that the summer season begins on Memorial Day.

b. DIALOG (FOURTH OF JULY): Point out to your students that it is illegal to buy fireworks in New York State because of the danger, but there are public displays of fireworks that are very beautiful.

c. DIALOG (LABOR DAY): Many countries celebrate Labor Day on May 1 (International Worker's Day). It may be a new idea to your students to celebrate Labor Day in September.

d. ADDITIONAL SUGGESTIONS: Memorial Day begins the summer season and Labor Day ends it. Between these two holidays some things are done differently—for example, we dress more casually and we may take summer vacations. You may wish to discuss this with your students.

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GENERAL (USED THROUGHOUT THE MODULE)

celebrate
celebration
gift
holiday
invitation
patriotic
religious
remember
special
take a trip
tradition
traditional

HALLOWEEN

candle
costume
ghost
jack-o'-lantern
knock (verb, noun)
mask
pumpkin
scoop out
spirit (of dead people)
strange
supposed to
triangles
trick-or-treat (to go trick-or-treating)
witch

THANKSGIVING

beat (verb)
canned pumpkin
cinnamon
harvest
ingredients
nutmeg
sweetened condensed milk

CHRISTMAS

balls (Christmas tree)
beard
chimney
dish (for a buffet)
fireplace
icicles (Christmas tree)
religious
shopping
stockings
tinsel
tree (real vs. artificial)
wreath

MEMORIAL DAY

decorate
grave (noun)
parade
picnic
soldier
speech

FOURTH OF JULY

dangerous
Declaration of Independence
firecracker
parade
picnic
speech

LABOR DAY

honor (verb)
vacation

NEW YEAR'S EVE

Auld Lang Syne
midnight
noisemaker
noisy

#17 CELEBRATIONS
UNIT II
PERSONAL CELEBRATIONS

MODULE OBJECTIVES

Upon successful completion of this module, the students will be able to explain what to do on personal occasions such as:

1. The birth of a baby.
2. A birthday.
3. A wedding.
4. An anniversary.
5. A funeral.

SUGGESTED VISUAL AIDS

1. Make transparencies of the illustrations contained in this unit.
2. Bring in pictures to illustrate a wedding, bridal gowns, bridesmaids gowns, wedding cakes, wedding receptions, and other activities that are part of a wedding.
3. Bring in cards and invitations that pertain to the celebrations covered in this unit—wedding invitations, birth announcements, shower and birthday party invitations, new-baby cards, anniversary cards and sympathy cards.
4. Bring in items that relate to each of the personal celebrations. For example: birthday cake, birthday candles, baby rattle, statue of man and woman from the top of a wedding cake, etc.

FURTHER SUGGESTIONS

1. VOCABULARY

   Vocabulary should be illustrated or demonstrated in meaningful contexts. The vocabulary has been listed for each section of the unit, so you will not need to introduce more than what is needed for the section that you are working on. Whenever possible, use realia to illustrate.

2. DIALOGS

   Dialogs provide opportunity for conversation practice. They need not be memorized.

3. MICROCONVERSATION

   The microconversations provide additional information by listing options. You may wish to add more items. They also provide the students with an opportunity to practice the structures and vocabulary which have been introduced in the module.

4. ROLE PLAY (BIRTHDAY)

   When someone in the class has a birthday, bring in a birthday cake. Have your students sing "Happy Birthday."

5. FUNERAL

Americans use many euphemisms when they talk about death. You may wish to teach them to your students. Americans are sensitive about death. Make sure your students are aware of that.

ADDITIONAL SUGGESTIONS

1. Many holidays, such as Halloween, Thanksgiving, and Christmas, are a mixture of pagan and Christian tradition. If your students are advanced (and sufficiently interested), you may wish to discuss this with them. A good source book for information on many holidays is:
   Myers, Robert J., *Celebrations: The Complete Book of American Holidays.* Garden City, New York: Doubleday and Co., 1972.
2. There are many other interesting holidays that are not discussed in the module, such as Columbus Day, Valentine's Day, the Presidents' birthdays, etc. You may wish to discuss the history and traditions of these days with your students.
3. Many details of the wedding ceremony have not been discussed. If your students are sufficiently interested, you may wish to discuss them—the words of the wedding ceremony, the throwing of rice, etc.
4. Refer to the following modules in this series:
   THE RESTAURANT
   (Celebrating holidays and special occasions by eating out)
   DINNER AT AN AMERICAN FRIEND'S HOUSE
   INVITATIONS, THANK-YOU NOTES, GREETING CARDS
5. To test overall comprehension of this module, you may wish to have students play "$20,000 Pyramid" (the TV game show):
   a. On a small card, write five or six key words that relate to a specific holiday or personal occasion.
   b. Divide your class into teams.
   c. Divide each team into pairs.
   d. Each pair should have a chance to play, with Student "A" reading the clues to Student "B." Student "B" then has to guess which holiday or personal occasion is being described.
   e. Prepare a different game card for each holiday or celebration. For example:

Clues (Student "A")		**Answer**
cake	gifts	A birthday party!
candles	ice cream	

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General

(See list for unit I)
invitation
invite

Baby

baby clothes
baby dish
crib
diaper
nightgown
shower (party)
undershirt

Birthday

adult
blow out (candles)
wish (to make a wish)

Wedding

best man
bouquet
bride
bridesmaids
congratulate
groom
honeymoon
justice of the peace
legal witness
maid of honor
(to get) married
public official
reception
usher
wedding
wedding cake

Anniversary

anniversary
reservation

Funeral

calling hours
ceremony
funeral
sympathy card

#18 INVITATIONS, THANK-YOU NOTES AND GREETING CARDS
PART I—INVITATIONS AND THANK-YOU NOTES

MODULE OBJECTIVES

Upon successful completion of this module, the students will be able to:

1. Telephone an invitation.
2. Fill in a written invitation.
3. Accept an invitation.
4. Decline an invitation.
5. Write a thank-you note.

SOME STRUCTURES AND IDIOMS USED IN THE DIALOG

Expressions of politeness: Thank you.
I'm sorry.
That's too bad.

Modal: "I can come." vs. nonmodal: "I'll be able to come."

SUGGESTED VISUAL AIDS

1. Make transparencies of the sample written invitations in this unit. For the invitations which the students are supposed to fill in, it would be a good idea to make a transparency to discuss and fill in as a class activity; then distribute dittoed sheets of the same (or a similar) invitation for the students to fill in as homework.
2. Bring in samples of invitations and thank-you notes from a local card store.

FURTHER SUGGESTIONS

1. VOCABULARY

   If is usually more effective to discuss vocabulary items as they are encountered, in a context, rather than explaining terms before discussing the dialogs and other material. However, the teacher should be aware of which terms may be new or difficult for his or her particular students. The vocabulary list is included in the teacher's notes for this reason.

2. SITUATION SETTER

   You may wish to point out to students that for a formal occasion, Americans usually send written invitations rather than telephone their guests. The students may like to discuss how invitations are issued in their country.

3. DIALOGS

   The dialogs need not be memorized, but can serve as models for the role play activities after they are practiced.

4. ROLE PLAY

After practicing the dialogs, the students should be encouraged to improvise as much as they like in the role play activity. Students may want to practice or "rehearse" in pairs for each situation, then perhaps "perform" one of their own dialogs for the rest of the class. If toy telephones are available for the performances, the activity is more realistic and probably more fun, too.

5. WRITTEN INVITATIONS

After a group discussion of written invitations (perhaps while viewing a transparency as mentioned above), have the students complete the additional invitations on their own either as classwork or homework. The short dialog and role play activity in this section may be handled as suggested in the preceding paragraphs.

6. THANK-YOU NOTES

After discussing the format and content in a typical note, have the students practice writing a thank-you note in class. In this way, you can check their work before asking them to write one as homework.

7. INVITATIONS

You may wish to explain that if it is a phone invitation from a friend, an American might offer to bring something. The person inviting the guest will probably decline the offer, but it still is polite to bring something such as a bottle of wine, flowers or a box of candy.

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accept
birthday party
can you make it?
card shop
graduation party
guest
hospitality
invitation
invite
message
necklace
New Year's Eve Party
open house
printed message
R.S.V.P.
thank-you note
tc spend the weekend

PART II—GREETING CARDS

MODULE OBJECTIVES

After completing this unit, the students will be able to:

1. Recognize the various types of greeting cards.
2. Choose the appropriate card for a particular occasion.

SOME STRUCTURES USED IN THE TEXT

Passive: These cards are bought. . .
can be bought. . .
are sent. . .

(This text is a good example of the use of the passive form. You may wish to point out that the passive is used more often in a written text such as this, rather than in a dialog or conversation.)

SUGGESTED VISUAL AIDS

1. Make transparencies of the examples of cards in this unit.
2. Bring in samples of different kinds of cards from a local card shop.

FURTHER SUGGESTIONS

1. Description of kinds of cards:
   This unit is in a textual rather than conversational format. The teacher may wish to read the text aloud to the students while they follow silently, then let them take turns reading sections or paragraphs to the class. Ask questions to check on comprehension before continuing to the "Skill Activity."
2. SKILL
   This may be done as a written exercise in class or as homework.
3. Take the students to a store that has a good display of cards—probably a card shop. Mention that cards can be bought singly or in boxes (assorted or special occasion).
4. You might explain the use of contemporary cards—they are meant to be humorous, but you wouldn't necessarily send them to someone you didn't know very well. Warn them to be careful about these cards, since some of the messages are in questionable taste.

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anniversary
congratulations
customs
engagement
"get-well"
graduation
greeting card
hospitality
popular
special occasion
sympathy

#19 DINNER AT AN AMERICAN FRIEND'S HOUSE

MODULE OBJECTIVES

After completing this module, the students will:

1. Know what to do in some common social situations in the U.S.A.
2. Be able to use some of the common expressions used in these social situations.
3. Know what to do when eating dinner at an American friend's house.

SOME STRUCTURES AND IDIOMS USED IN THE DIALOGS

Polite request form: Please pass the _____.
Polite offer: Can I get you some _____?
Would you like some _____?
Contractions: I'd like (I would like). . .
We'd better (We had better). . .
Thank-you phrases: I'm full.
I can't eat another thing.
I don't care for any.

SUGGESTED VISUAL AIDS

Bring in pictures of parties or dinner parties. Discuss what each person in the picture is doing. Let the students try to decide who is host or hostess in the pictures. Bring in a newspaper which features an etiquette column. Some women's magazines may also have etiquette columns that could be used for class discussion.

1. SITUATION SETTER

   Americans entertain in many different ways. Discuss briefly with your students other ways of entertaining besides dinner parties. How do people entertain guests in their country?

2. DIALOGS

   Have the students take turns being host/hostess and guest in practicing the dialogs. The students do not need to memorize the dialogs, but should be encouraged to master the polite expressions which they contain.

3. MICROCONVERSATIONS

   The microconversations are designed to give the students additional practice with common expressions, but include different vocabulary items. You might like to use pictures of coffee, tea, milk, etc., to cue the students in this section.

4. ROLE PLAY

   After the students have mastered the expressions in the dialogs, encourage them to improvise in the role play activities, You might like to "set the table" in your classroom for more realistic atmosphere.

ADDITIONAL SUGGESTIONS

1. You may wish to discuss table manners in more detail with more advanced students. Bring in pictures of people eating dinner and discuss whether their actions are polite or impolite. Ask the students what actions are considered polite and impolite at a dinner in their country.
2. After completing this module the students may like to have a "dinner party" of their own, if possible, to practice what they have learned in a realistic setting.
3. Have the students tell whether they have already been invited to dinner, or have invited someone to dinner. If so, did they feel comfortable or uncomfortable? Would they feel more confident about what to do or say now?

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chip in (money)
come on in
delicious
entertain (at a party)
great
guest
host
hostess
How have you been?
invite
not bad (as answer to "How have you been?")
please pass (food)
plenty
pretty good (as answer to "How have you been?")
spend the afternoon
to answer the door

ENTERTAINING

SOME STRUCTURES USED IN THE LETTERS

Expressions of obligation: Should/have to
Letter-writing format: salutation
closing

SUGGESTED VISUAL AIDS

Bring in pictures of different kinds of parties—"Buffet style" or "sit-down dinner"; or pictures of foods considered to be snacks or hors d'oeuvres.

FURTHER SUGGESTIONS

1. This unit contains letters rather than dialogs, so you may want to handle it differently from the preceding unit. Read each letter to the class, while they follow silently.
2. The questions following each exchange of letters should be used to stimulate discussion. Encourage the students to tell about an experience of their own where they may have been confused or uncertain about what to do.
3. After the students have discussed orally any other points of etiquette which they may have been unsure of, have them try to write their own letter to "U.S.A." This could be assigned for classwork or homework, individual work or a small-group project.
4. The students can offer suggestions as to what they think would be the appropriate answers. The teacher should check to make sure the students know what the appropriate behavior would be.
5. The general exercise for this unit may be done as an oral exercise, if the teacher feels that the class will respond.

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carton (as in coke—6 bottles or cans)
classmate
custom (usual thing to do)
"plant-crazy"
possibility
snacks (noun)

#20 BECOMING A UNITED STATES CITIZEN

MODULE OBJECTIVES

Upon successful completion of this module, the students will be able to:

1. Determine whether or not they are qualified to apply for citizenship.
2. Follow the proper procedures for becoming a United States citizen.

KEY GRAMMATICAL STRUCTURES

Modal auxiliaries: Can, have to, must, (does not) have to

Question forms: Are you? Can you? Do you? Have you (lived)?
How long? How old? Where? What kind of. . .?
Does that mean that. . .? What? Who?

Conditional clauses: If a man becomes a U.S. citizen, does his wife. . .?
If a baby is born in the United States, is he or she a citizen?

SUGGESTED VISUAL AIDS

1. Make transparencies of the forms which are included in this module. Also make transparencies of the checklist which is on the first page of the student lesson.
2. "Set the stage" for dialogs which take place at the Immigration Office. You might want to use a desk, chairs, pamphlets, a toy telephone and a desk calendar.
3. Call the Immigration and Naturalization Service in your area. They are listed in the phone book, usually under "United States." Ask them to send you their pamphlets on citizenship and additional application forms.
4. Go to your local library, and ask the librarian to give you the three books in the citizenship series. They are listed in the student's module.
5. Obtain brochures from your local adult education programs which will inform the students of the time and location of citizenship classes in your area.
6. If possible, try to obtain a real fingerprinting kit for your students to experiment with. If this is not possible, use a stamp pad. Use nail polish remover to remove ink from students' fingers.
7. Bring in a photograph which meets the requirements that are listed on the application for citizenship form. It will be easier for students to see the photograph than to try to understand all of the specifications.

FURTHER SUGGESTIONS

1. SITUATION SETTER

   The situation setter may be used as an oral or as a silent reading selection. Insure the comprehension of new vocabulary which appears in the selection.

2. CHECKLIST

   Project a transparency of this list, and help the students to fill in the answers as a class activity. When you are assured that they understand all of the ques-

tions, they can then proceed to filling out the list which is in their modules. (They should answer the questions accurately, with personal information.)

3. DIALOG

The dialog has been divided into sections so that it can be practiced more easily. After the dialog has been presented, you may wish to divide your class into groups so that they can practice. (Additional information about the examination appears in the citizenship texts listed in the module.) The dialogs need not be memorized.

4. MINI-DIALOGS

The mini-dialogs attempt to answer some of the many questions that people ask about specific cases. Be sure to advise your students that any personal questions can be answered by calling or visiting the Immigration Service. (It might be advisable for the instructor to read the pamphlet that is available from the Immigration Service in order to help students with some of their special questions.

5. MICROCONVERSATIONS

The microconversations give students an opportunity to practice using some of the grammatical structures, vocabulary and information that have been presented in this module. The teacher should insure understanding of all these features before proceeding with this section of the module. Additional answers may be provided for some of the microconversations according to the abilities of the students.

6. POINTS FOR DISCUSSION

These discussion questions are, to a great extent, theoretical. They would best be used with a more advanced class.

ADDITIONAL SUGGESTIONS

1. If the interest level of the group is high, and if you wish to explore the information provided in this module in greater depth, you might wish to provide your students with pamphlets from the Immigration and Naturalization Service. You and your students could examine the pamphlets as a classroom activity. This activity would be best suited to a more advanced class because of the difficulty of the reading material.
2. You might wish to invite a speaker from the Immigration and Naturalization Service to visit your class and answer questions. (As an alternative, perhaps you could arrange to have your class visit the Service's offices.)

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adopted child
alien registration card
application form
apply
automatically
booklet
citizen
communist
examiner, examination
fee
(to) fill out (form)
fingerprint card
hearing (court hearing, final hearing)
honest
judge (noun and verb)
jury
law (obey the law)
legally
loyal
naturalized citizen
oath of allegiance
photographs
prove
public office
qualified
run (for office)
senator
stamped (fingerprints)
vote
witness